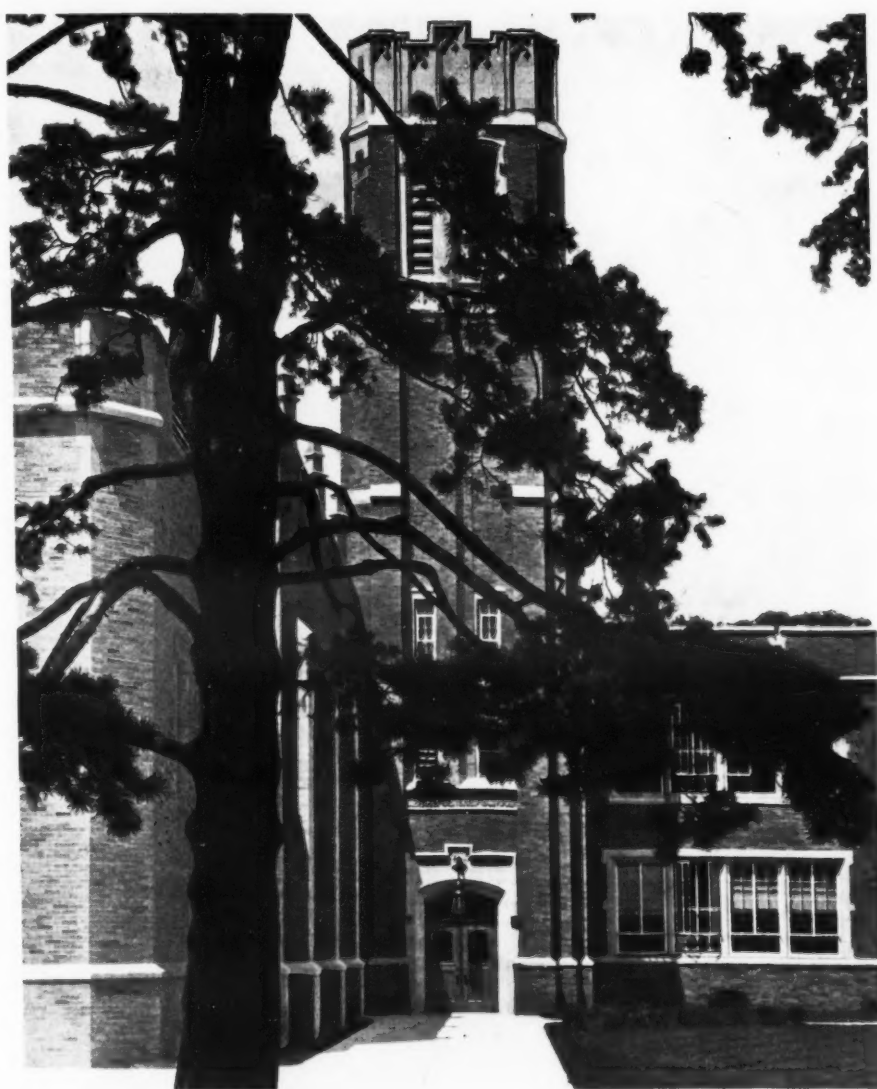


SEP 7 1934

THE AMERICAN School Board Journal

A PERIODICAL of SCHOOL ADMINISTRATION



September 1934

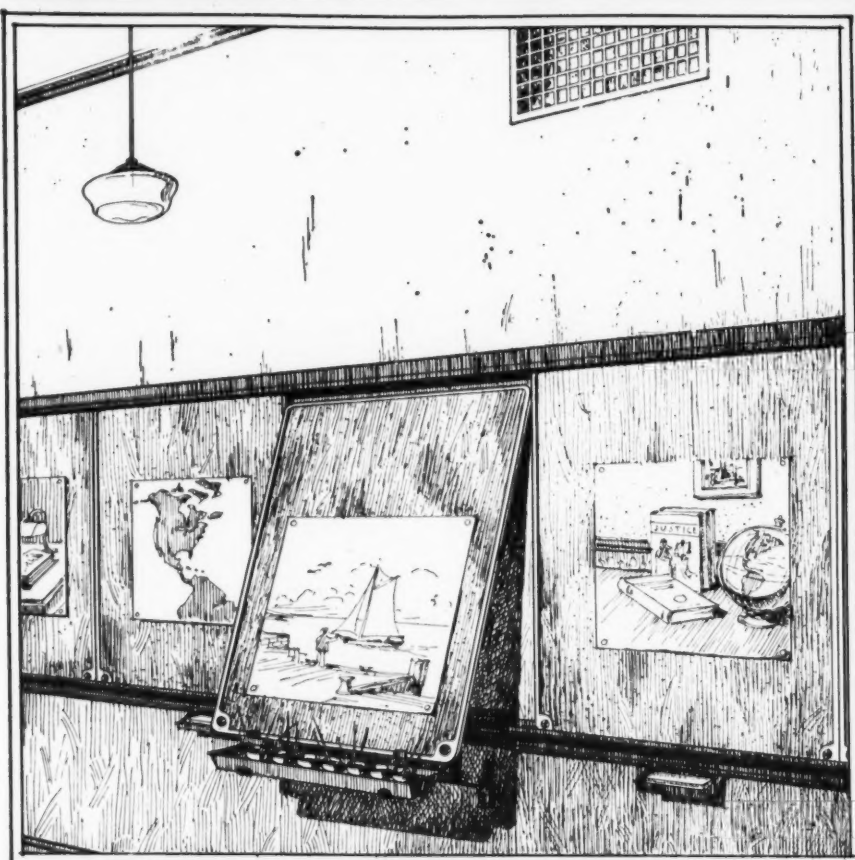
THE BRUCE PUBLISHING COMPANY

New York

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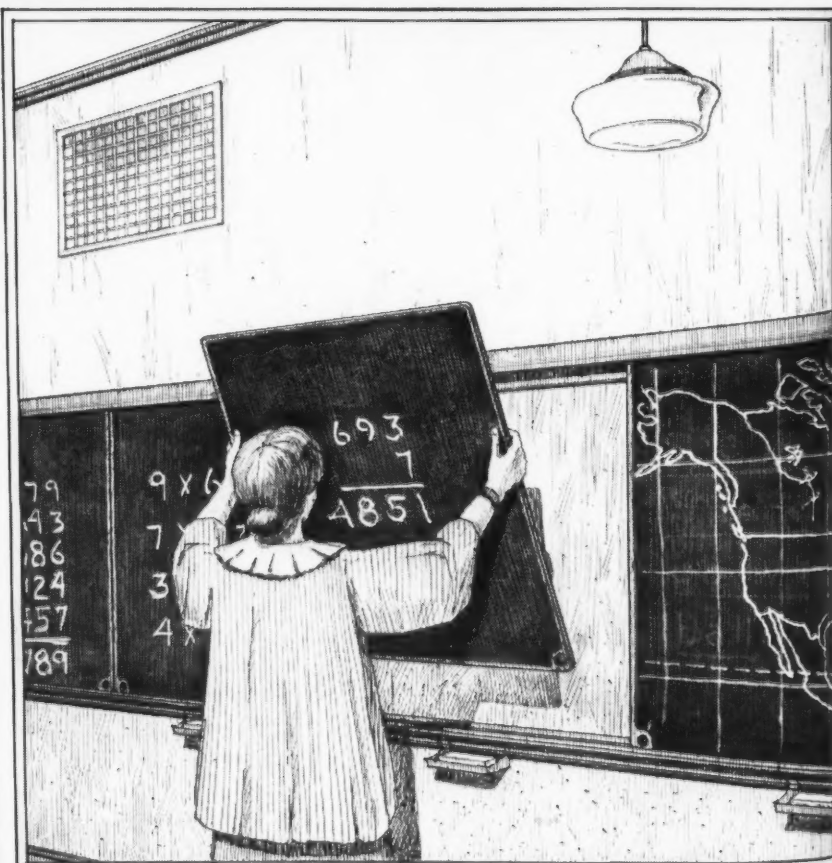
The NEW AUSTRAL MULTI-USE BLACKBOARD FIXTURE



AUSTRAL has developed another STANDARD for schools, perfected by the Austral Engineers who produced the AUSTRAL Window, Wardrobe and Folding Partition. The New AUSTRAL Multi-Use Blackboard Fixture is ultra-modern and is the first attempt to make blackboard space more flexible. It is the result of research and study in order to make the classroom more practical and convenient and to facilitate, improve and inspire instruction.

The same fine qualities and service, which are found in all AUSTRAL products, are equally a part of this new Blackboard Fixture. A complete description is contained in a new folder which will gladly be sent on request.

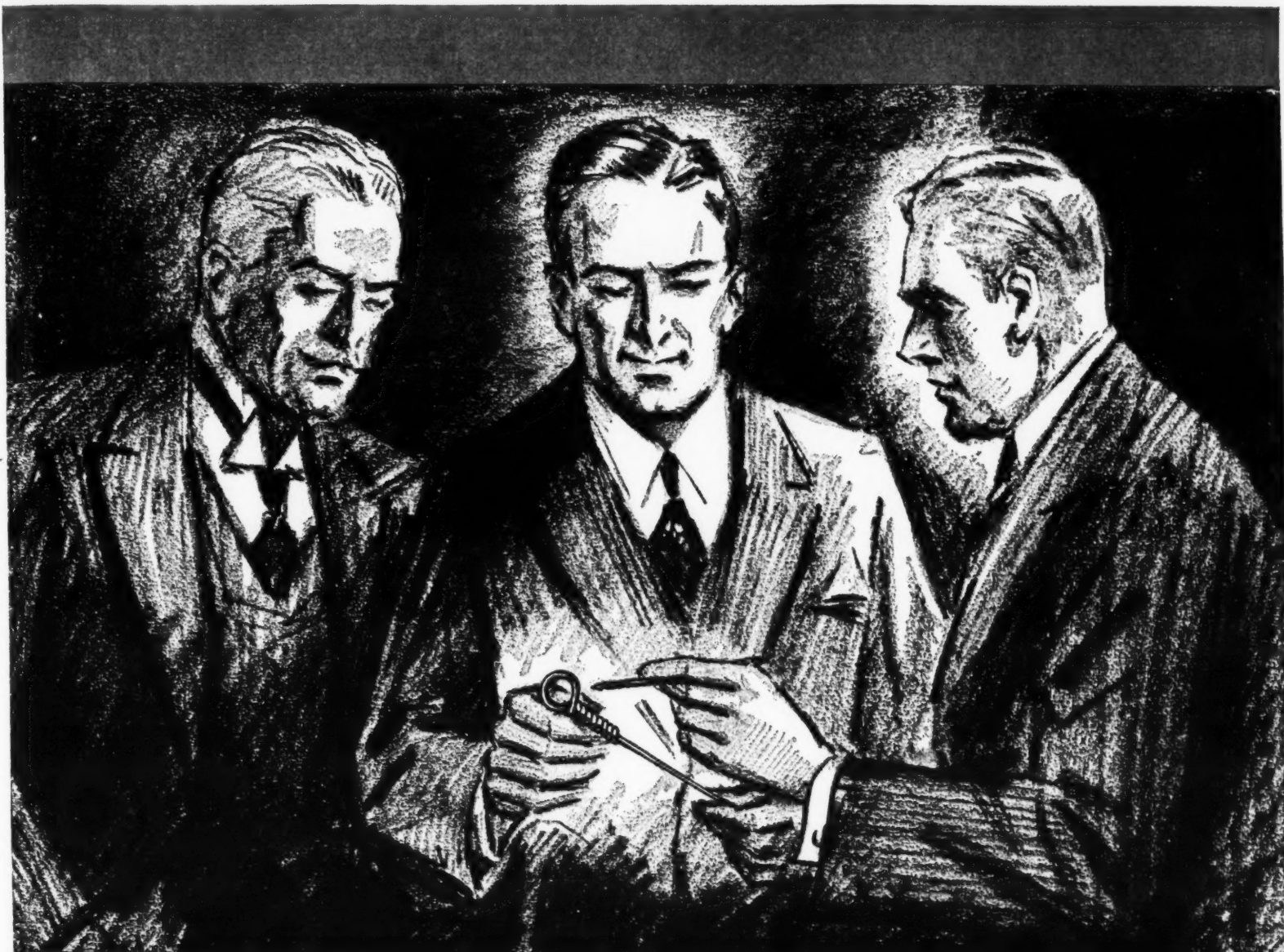
1. The New AUSTRAL Multi-Use Blackboard Fixture transforms a single room within a minute's time into a place adapted for Art, Music, Nature Study, Craft, Exhibition, and many other purposes, thus saving the additional cost of individual rooms for these purposes and the use for class purposes of such rooms in existing buildings.
2. It unifies interest in one room and aids the teacher in imparting knowledge.
3. Either Blackboard area (as shown opposite) or, when reversed, Corkboard area (as shown above) are available. Two metal brackets attached to the chalk rail strip permit the leaf to be brought forward into easel position as shown above. With leaf in vertical position, a board may be placed on the brackets and used as a base for displaying work. Or the leaf may be removed entirely and serve as a display board in corridors or other locations as desired.
4. Even a young student can arrange the AUSTRAL Blackboard Fixture for its various uses. *It is always at the proper visual height.*
5. It is durable, compact, easily installed, works smoothly, and forms an attractive unit in the room.



AUSTRAL SALES CORP.

101 PARK AVENUE

NEW YORK CITY



A NEW FENCE WIRE. FOR WELL-KEPT SCHOOLS

FENCE is the framework of the school, playground and athletic field.

New, clean, bright fence makes the whole property look ship-shape and gives children a pride in their school and the school authorities.

To provide a fence that will look new for years, Bethlehem Steel Company has introduced a new process for zinc-coated wire, known as BETHANIZED WIRE. It has a satiny, silvery finish, which stays bright for years. The application of zinc by an electric process so impregnates the steel base that the effect is that of a zinc wire with a steel core.

BETHANIZED WIRE can be woven into fence with-

out fracture or flaking and is available to all makers of fence.

The longer life makes a lower cost per year for a fence of BETHANIZED WIRE, resulting in economy to the taxpayer.

Specify BETHANIZED WIRE in your fence orders if you want fine-looking fence. If, in addition, you would like much longer life and lower maintenance cost, specify that the wire shall carry at least 2.4 oz. of zinc per sq. ft. of surface.

A folder giving details of BETHANIZED WIRE will be sent on request to any school-board official, or, at his request, to any manufacturer of fence.



BETHLEHEM STEEL COMPANY

BETHLEHEM, PENNSYLVANIA

Any School Can Be Fire-Safe

Security Against Fire Hazard Attained at Moderate Cost Through Steel Joist Floor Construction

STATISTICS show that in this country five fires occur in schools every day.

But even without this startling fact, no one would question the supreme importance of fire-safety in schools. Yet large numbers of schools built within recent years are of inflammable construction.

Why?

The answer, no doubt, lies in the fact that methods of fireproofing in general use when those buildings were put up were very expensive.

But new methods have been developed, with the result that today any school, from two-room grade to large consolidation, can be made fire-safe at very moderate cost.

Obviously, every fire is a slight fire at the start; and if it can be confined to a small area it will remain slight, and burn itself out. That explains why the key element in fireproofing is the floors. With fire-resistant floors, fire encounters an impassable barrier to its tendency to spread and is practically certain to be localized.

The importance of fireproof floor construction is especially marked in the case of the first floor, because more than 70 per cent of all fires originate in the basement. A fireproof structure for the first floor keeps the rest of the building securely separated from the part where most fires get their start.

A fireproof floor structure can be built economically with Kalman Steel Joists. These joists, incidentally, are of the open-web type, and reach the building site in the exact lengths



Kalman Steel Joists with bridging, ready for application of metal lath, to be followed by pouring of concrete floor slab.

required, so that the builder has no cutting or fitting to do. After the joists are in position metal lath is laid across the tops of the joists and securely fastened, and the concrete floor slab poured to a depth of 2 inches. Metal lath is also attached to the bottoms of the joists, and the plaster ceiling applied.

Tests have demonstrated that a floor structure built in this way will resist fire for a continuous period of two hours.

Kalman Floor Construction not only provides security against fire but has other features that greatly improve a school building. Kalman Joists never shrink to cause ugly cracks where the walls and floor meet, letting in cold air and insects. Furthermore, a floor structure built in this way transmits very

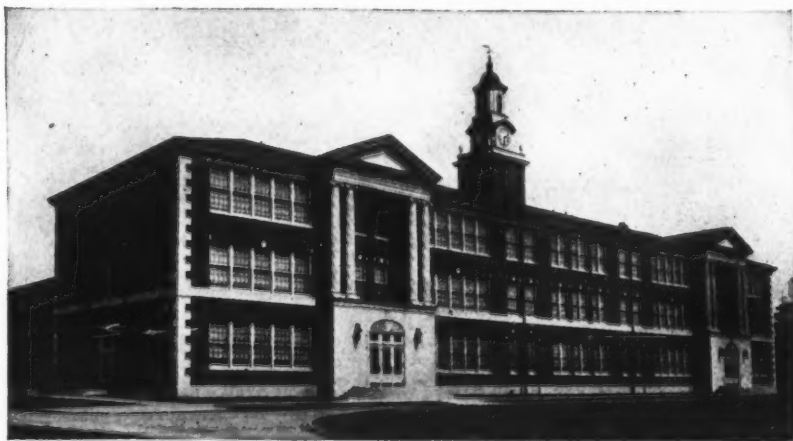
little sound; noises overhead do not disturb the classrooms below.

Kalman Floor Construction is not new or untried. It has been used in many buildings, of all types—not only in schools but apartment houses, hotels, office buildings and residences.

In many communities today overcrowded schools are leading boards of education to consider additional facilities. Because they make it possible to provide security against fire at very moderate cost, Kalman Steel Joists are worth considering for any school building now being planned, regardless of how large or how small it may be, or the budget limitations.



KALMAN STEEL CORPORATION
Subsidiary of Bethlehem Steel Corporation
General Offices: Bethlehem, Pa.



Representative schools in which Kalman Steel Joists were used. *Left:* Lindenhurst High School, Lindenhurst, Long Island, N. Y. Louis Inglee, Architect; Zerbe Construction Co., Contractor. *Right:* San Fernando School, San Antonio, Texas. Leo M. J. Dielmann, Architect; Dielmann Construction Co., Contractor.



HIS FIRE

HE STANDS, a horrified onlooker, watching the streams of water play unavailing against the smoke-shrouded school. And there comes to him the sickening realization that this fire is *his*—almost as completely as though he had applied a torch to the building.

What a tragic mistake he had made, what a frightful responsibility he had lightly assumed, when he cast the deciding vote against fire-safe construction, gambling with precious lives and valuable property for the sake of a paltry saving in building cost!

Don't take chances with fire. The results are too terrible, too costly, when you lose. And why accept so grave a risk, when any school building can be made secure against fire, with very slight addition to the building cost, by using Kalman Floor Construction?

A school with floors built with Kalman Steel Joists is virtually fire-safe because these joists, with concrete and plaster, form a barrier that fire cannot pass. Tests have proved Kalman Floor Construction capable of

successfully resisting fire continuously for more than two hours.

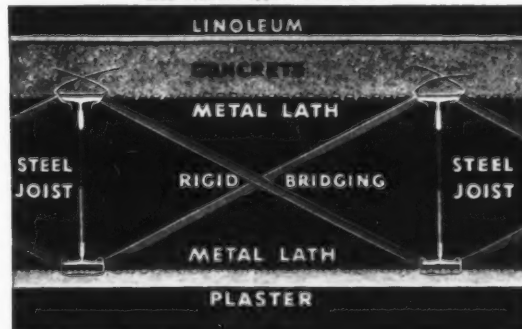
Fire-safety at moderate cost is only one of the advantages offered by Kalman Joists. They make a floor structure that never shrinks to form ugly cracks where walls and floor meet, letting in cold air and vermin. A floor structure that absorbs sound and vibration, preventing noises overhead from disturbing classrooms below.

Any school is safer, more healthful, more efficient, when built with Kalman Steel Joists. If you are planning a school building ask your architect about Kalman Joists. The chances are he knows them, and has specified them for schools or other structures.

KALMAN STEEL CORPORATION, *Subsidiary of Bethlehem Steel Corporation*
General Offices: Bethlehem, Pa.



Kalman Fireproof Floor Construction consists of rigidly-bridged joists, concrete floor slab, and plaster ceiling. Any of the usual floor finishes may be used with this type of construction.



Kalman Steel Joists

SCHOOL DAYS



— are here **AGAIN!**

4,000,000 children (approximately) will enter school for the first time this fall. A new group of interested and insistent parents will place the responsibility for their children's safety squarely on your shoulders.

At first, this invading force of youthful energy and enthusiasm may seem but a replacement of the somewhat disciplined army which left school last spring. But conditions are changing. Month by month the number of motor vehicles becomes larger, year by year the speed of traffic becomes faster. Consequently, the dangers to school children are becoming constantly greater. Your new pupils will have to be guarded more carefully.

Cyclone Fence has saved thousands of lives. It will materially reduce the possibility of traffic accidents when erected on your property. It is a positive barrier separating children from danger. Carefully placed gates afford orderly exit and entrance. The cost when computed in terms of accident prevention is negligible. An accurate estimate covering the complete cost, and erection, if you desire, of a *genuine Cyclone Fence* will be furnished on request; there will be no obligation to you. Write for catalog: Address Dept. A. S.

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General Offices: Waukegan, Ill.

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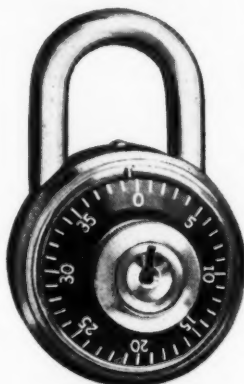
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Cyclone Fence

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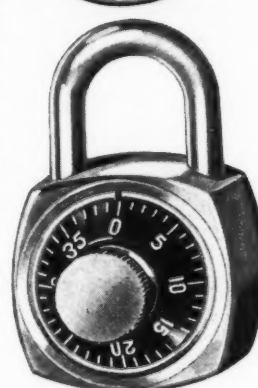
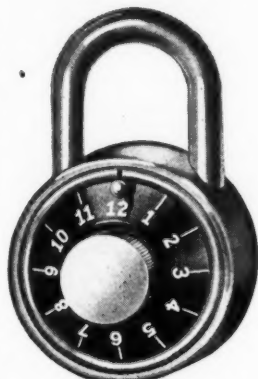


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COMBINATION LOCKS

The Rockford Line of Combination School Locks provides a type suitable for every school lock need. Rockford locks have the latest developments in combination and latching features. Rockford Shackle Locks are self-locking. Insert the shackle and the lock is locked. To open, it is necessary to radial the combination. Rockford Shackle Locks may be master keyed with a paracentric type key in series with other Rockford School Locks. This simplifies supervision. Write for further information concerning the convenience, safety and economy of Rockford School Locks.

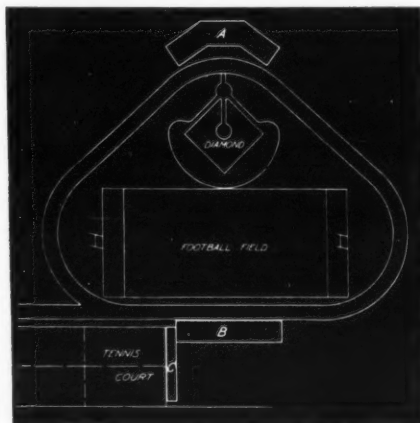


National Lock Co.

■ ■ ■ *Rockford, Illinois* ■ ■ ■

ERECT YOUR NEW STADIUM OR GRANDSTAND AS AN EMERGENCY WORK RELIEF PROJECT!

... the answer to a question that is worrying many school executives. They know that they need outdoor seating facilities . . . but where is the money coming from?



NEW 27-ACRE RECREATIONAL and educational center (an Emergency Work Relief Project at Hudson, N. Y.) where Cannon design and specifications are being used. A—Baseball Grandstand, 900 seats. B—Football Stadium, 900 seats. C—Tennis Bleacher. All are Cannon-type construction—reinforced concrete. Contracts awarded on the basis of low cost and general superiority.

REINFORCED CONCRETE WINS! Cannon-type construction. Actually cost less to build than was estimated for steel. Niagara University Stadium, Capacity—4500 seats.



In certain sections, state and federal funds are now available for school or municipal projects which win Government approval. Cannon construction readily meets these rigid requirements! All labor and materials are local *thus benefitting the entire community*. The structure is permanent and can be made to pay for itself.

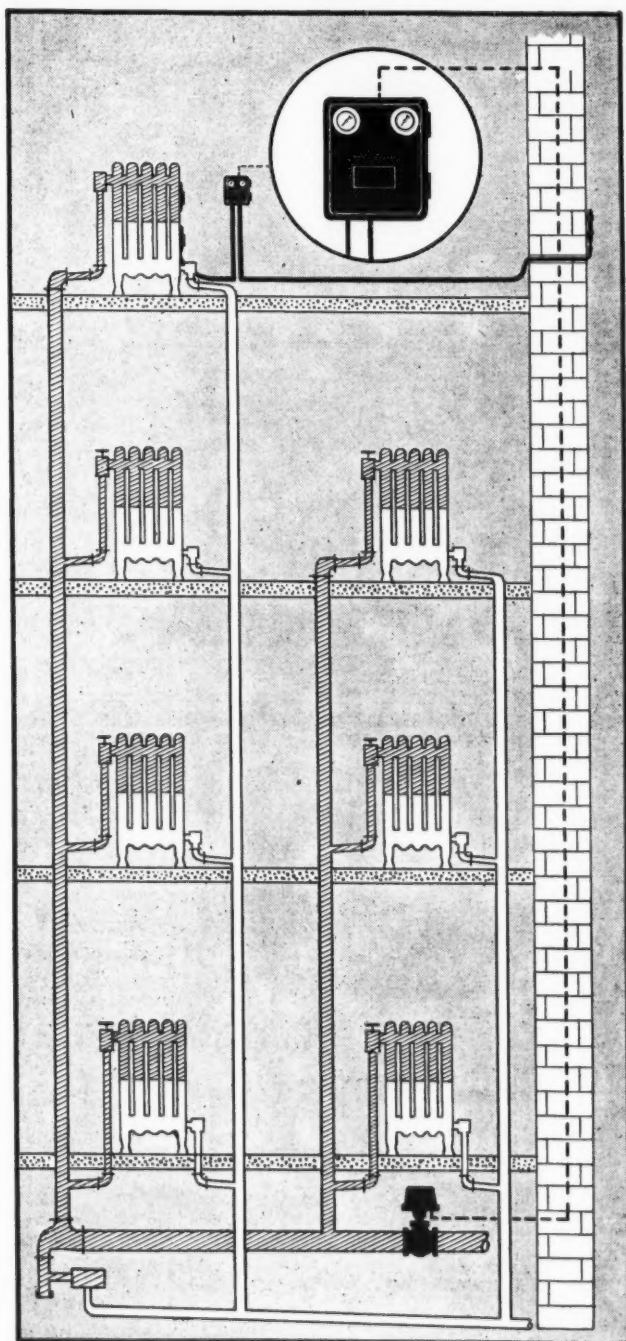
Life-time Steel and Concrete at the Cost of Temporary Steel and Wood INVESTIGATE! The Cannon type of stadium or grandstand combines every known advantage with entirely new features. It offers greater strength . . . reinforced concrete with a 100% safety factor! Plus exceptionally low cost . . . because of an original application of accepted engineering principles!

CONSIDER these exclusive features: 29 in. unobstructed treads, wind-tight, water-tight, slip-proof; comfortable California redwood strip seats elevated above concrete; perfect visibility; ample provision for locker rooms and storage space. THERE IS STILL TIME to erect for Fall use. Three weeks to thirty days are usually sufficient to complete the most elaborate stadium.

WRITE at once for full information. Learn how Cannon works with you—either assuming entire construction; or on a fee basis. Learn how your school may be able to avail itself of Government funds. A postcard brings descriptive brochure. No obligation.

CANNON
STADIUM & SEATING CO.
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Stadiums, Bleachers, Grandstands, Balconies

For **HEAT CONSERVATION**



The diagram suggests a DUO-STAT at the "last" radiator, controlling steam supply to a "Heating Zone."

JOHNSON *DUO-STAT* CONTROL

- means low cost, simple, effective HEAT CONSERVATION—
- provides an exceptional opportunity for high return on an investment in MODERNIZATION—
- is adaptable to EXISTING BUILDINGS and to new ones, with equal facility—
- utilizes the fully protected principle of balancing RADIATOR TEMPERATURE against OUTDOOR TEMPERATURE—

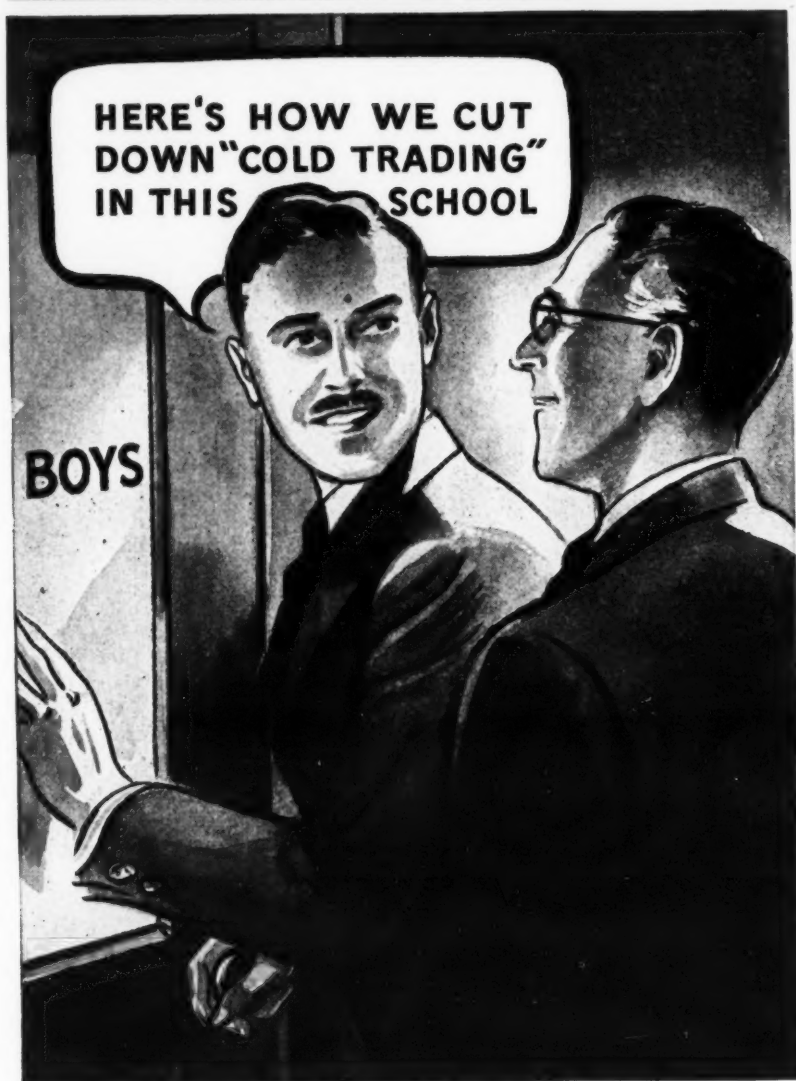
Attached to the "last" radiator, the DUO-STAT varies the radiator temperature to secure partial heating effect as required by the outdoor temperature, for a single heating "zone" or an entire building.

JOHNSON also manufactures and installs INDIVIDUAL ROOM CONTROL—REGULATION for VENTILATION and AIR CONDITIONING—PERIODIC FLUSH CONTROL.

JOHNSON SERVICE COMPANY

Main Office and Factory: Milwaukee, Wis. Branch Offices in Principal Cities

JOHNSON HEAT CONTROL



IT is almost inevitable for colds and other similar infections to be passed around where groups of school children are brought together day after day. But there's one simple, dependable measure that can help reduce "cold trading" to a minimum. Individual paper towels are solving this problem in countless schools and colleges throughout the country.

A.P.W. Onliwon Towels have more than proved their worth in this respect. They are soft and pleasant to use. They are made specifically for the job expected of them. Absorbent to a higher degree than most towels. Large, and served from their neat cabinets double-folded to insure thorough drying.

Onliwon cabinets dispense but one towel at a time, keeping the remainder as fresh and pure as when they left the mill. Because a single Onliwon Towel does the work of several ordinary towels you can expect marked economy to follow their installation.

To bring your washrooms completely up-to-date, and insure the finest, safest appointments available, install A.P.W. Onliwon Tissue along with Onliwon Towels. It will pay. See about it today.

A.P.W.

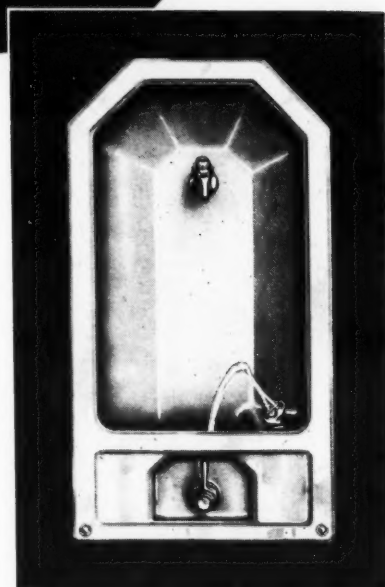


Without obligation, write A.P.W. Paper Co., Albany, N.Y., for samples and/or name of local distributor as near you as your telephone.

Make sure it's
MODERN

• "You might just as well specify a frame building for a school structure as a fountain that isn't a Halsey Taylor." So said an architect in referring to Halsey Taylor fountains. Obsolescence is a thing of the past, once they are installed. Patented and practical automatic stream control, two-stream projector, non-squirting. Get the facts!

The Halsey W. Taylor Co.
Warren, Ohio



No. 2646
Shown
Above

HALSEY TAYLOR
DRINKING FOUNTAINS

ACCURACY

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No other
INVESTMENT
Pays Larger Dividends

— than Powers Automatic Temperature Control for heating or ventilating systems.

Fuel Savings that result from eliminating OVER-Heated rooms, often pay back the cost of Powers Control in 1 to 3 years.

Better Health — Colds and other ills are reduced where temperature is Accurately controlled at the proper point.

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OFFICES IN 43 CITIES

*Proviso Township
High School
Maywood, Illinois*



*Jos. C. Llewellyn
Company
ARCHITECTS*

Holds to Maple after 35 years' experience with school flooring problems

Few problems in school construction require deeper consideration than that of selecting the material for floors. How will the flooring affect school room routine—the health and efficiency of pupils? Will it be an economy over a period of years? How easily can it be kept clean? Will it provide firm anchorage for desks? Will it simplify or hinder other construction work? These are some of the questions that must be asked—and answered.

Fortunately, one flooring material gives the proper answer to all these questions, *Northern Hard Maple*—the flooring material that combines warm, dry, cushioning effect beneath the feet, with lasting wear and smoothness.

Northern Hard Maple is resilient, tough-fibred, tight-grained. It will not splinter or develop ridges when subjected to the scuffing and pounding of youthful feet. It actually

"Maple floors were decided upon for the classrooms, study halls, and also the gymnasium of this building, largely as the result of the experience of the principal of the school with various types of floors in the earlier portions of the building.

It was easy for us to support his preference as, after thirty-five years' experience with school floors, we are still using Maple in a large proportion of our work. Maple gives a hard, fine grained, smooth and lasting wearing surface, requiring little refinishing, is adapted to the fastening down of desks, and at the same time has enough warmth and elasticity to be easy on the feet."

JOS. C. LLEWELLYN COMPANY,
Architects and Structural Engineers

outwears stone! Maple, moreover, is exceptionally easy to keep clean. Its smooth surface offers no lodging spaces for dirt and dust.

Consider these advantages of Northern Hard Maple. Consider, too, the fact that it provides firm anchorage for desks and does not interfere with other construction work. Get all the facts about this unique flooring material. Consult your architect.

GOOD SERVICE FINISHES ARE AVAILABLE

—especially adapted to classroom floors of Maple. These finishes seal the surface of hard maple, keep out dirt, resist soil stains and prove non-slippery. They will not mar, scratch or flake off. That's why they are easy to clean and maintain at low cost.

Floor with Maple

The letters **MFMA** on Maple, Beech or Birch Flooring signify that the flooring is standardized and guaranteed by the Maple Flooring Manufacturers Association, whose members must attain and maintain the highest standards of manufacture and adhere to manufacturing and grading rules which economically conserve these remarkable woods. This trade-mark is for your protection. Look for it on the flooring you use. **MFMA**



Members of the Maple Flooring Manufacturers Association have contributed many thousands of dollars and years of work to standardize and improve the manufacture and grade uniformity of Northern Maple, Beech and Birch Flooring. The following manufacturers only are licensed to use the Association Trade-mark MFMA. Specify MFMA on the flooring you use.

| | |
|-------------------------------------|---------------------|
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| Brown Dimension Company | Manistique, Wis. |
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| Cobbs & Mitchell, Inc. | Cadillac, Mich. |
| Connor Lumber & Land Company | Laona, Wis. |
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| Cummer-Diggins Company | Cadillac, Mich. |
| Farrin Lumber Co., M. B. | Cincinnati, Ohio |
| Holt Hardwood Company | Oconto, Wis. |
| Kerry & Hanson Flooring Co. | Grayling, Mich. |
| Mitchell Brothers Company | Cadillac, Mich. |
| Northwestern Cooperage & Lumber Co. | Gladstone, Mich. |
| Oval Wood Dish Corp. | Tupper Lake, N. Y. |
| Robbins Flooring Company | Rhineland, Wis. |
| Sawyer Goodman Company | Marinette, Wis. |
| Stephenson Company, I. | Wells, Mich. |
| West Virginia Pulp & Paper Co. | Cass, W. Va. |
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Research Department assist you with
your flooring problems.
Write us.*

**MAPLE FLOORING
MANUFACTURERS ASSOCIATION**
1780 McCormick Building
Chicago, Illinois

Epidemics *and*

E P I D E M I C S

WE seldom appreciate that we have an epidemic of good health when people are healthy. We are quick to recognize an epidemic of sickness when a group of people contract the same disease.

We do not recognize an epidemic of good banking when few banks fail. An epidemic of bank failures becomes apparent when banks begin to close.

We were slow to recognize an epidemic of plenty when moisture was abundant and the years fruitful. We were quick to recognize an epidemic of want when rain ceased to fall and the harvests failed.

And yet we have more good health than sickness; we have more successful banks than failures; we have more years of plenty than of want.

The epidemic of good banking has saved 99½% of the peoples' yearly deposits since 1923. The epidemic of bad banking has caused a loss of ½ of 1% of the active yearly deposits during the same period.

We overlook the banks that are open and emphasize those that are closed.

We overlook the taxpayers who can and do pay taxes and stress those who do not or can not.

We forget the schools that operate normally and stress those which do not.

It seems characteristic that negative epidemics have greater influence than positive ones.

We had an epidemic of school economy because a few districts found it necessary to economize.

It is important to analyze the viewpoint. In so doing we find that by far the greater number of school districts are able to function normally but many of these districts have been subjected to the influence of the negative epidemic of the few who could not do so.

If we could have had the positive epidemic instead of the negative prevail, most schools would have continued to operate at normal.

We failed to recognize that we could have an epidemic of constructive school progress; that retarded districts were greatly in the minority.

If school officials will get this viewpoint of the positive, we will immediately have an epidemic of normally functioning schools.



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The name Western Electric—maker of Bell Telephones—assures dependability and highest tonal quality. For full details, mail the coupon—or telephone Graybar's nearest branch.

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What Do School Budgets Show?

THE school authorities throughout the United States have entered upon the task of budgetmaking. Some have completed their work, others are still in the midst of the same.

The budgets in their accepted form not only note the financial ability of the locality but also something of the optimism which obtains among school officials.

While here and there the budgets remain the same as last year and in some instances lower, it is indeed gratifying to note that on the whole there is a decided upward tendency. Picking up items at random we may note a few which are indicative of the rest, as follows:

La Grange, Ill., authorized an upward revision of salaries to teachers in the lower salary bracket.

Fairfield, Iowa. School budget same as last year, adopted without objections.

Kansas City, Kans., will sell school bonds amounting to \$448,611 for its building program.

Austin, Minn., will reduce its school-bond indebtedness from \$963,000 to \$473,000.

Duluth, Minn., board of education voted to restore salary cuts from 4 to 19 per cent.

Salem, Oreg., the total teachers' salaries will be \$164,070, as against \$146,147 last year.

Newport, Va., restores half of a 10-per-cent salary reduction.

Toledo, Ohio, board of education agreed to raise pay of 475 teachers for 1934-35 term.

Shawnee, Okla., reports slight increase in pay for teachers throughout the county.

Tulsa, Okla. An 8-per-cent increase restores salary paid a year ago.

St. Louis, Mo. A \$2,000,000 school-building program has been entered upon.

Oconomowoc, Wis. The school budget for 1934-35 is higher by \$5,031.42.

Chicago will receive federal aid to pay \$27,000,000 in back salaries due to the teachers of that city.

And so we might continue to enumerate a thousand similar instances showing the breaking clouds on the financial horizon.

THE EDITOR



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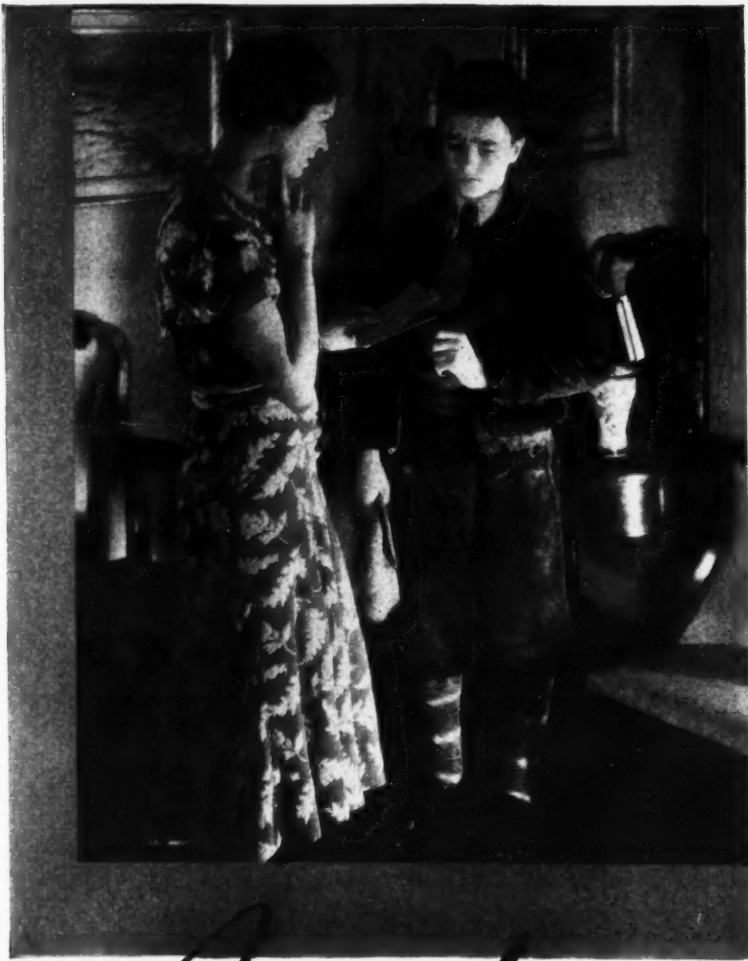
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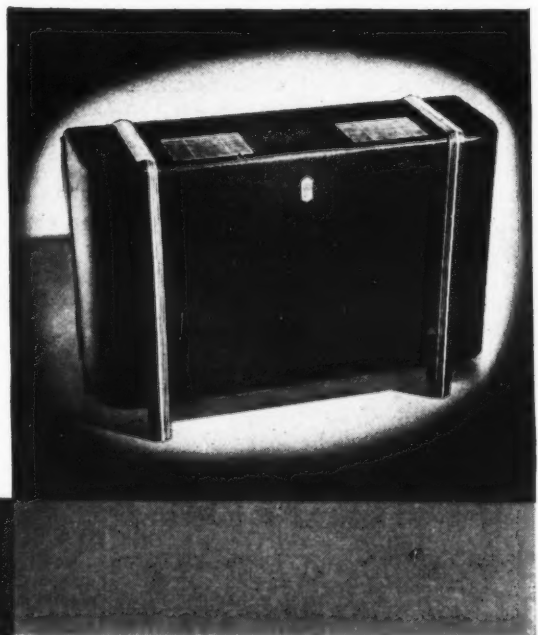
"GEE MOM,
I REALLY TRIED"

Another POOR REPORT CARD

and it wasn't his fault at all

MANY a child is thought to be dull and backward when it isn't that at all. When the proper schoolroom air conditions are not maintained, serious results are certain to follow. Children subjected to low temperatures become uncomfortable, restless and ill at ease. When rooms are overheated, children become dull, inattentive and fatigued. And such conditions, if they occur frequently, are certain to reflect themselves in the report cards at the end of the month. The problem of maintaining air conditions which would keep children quiet and mentally alert, is a difficult one; but, happily, it has been solved. This problem was solved by the unit system of ventilation introduced by The Herman Nelson Corporation. Today this method is best applied with the Univent and Her-Nel-Co Air-Conditioner.

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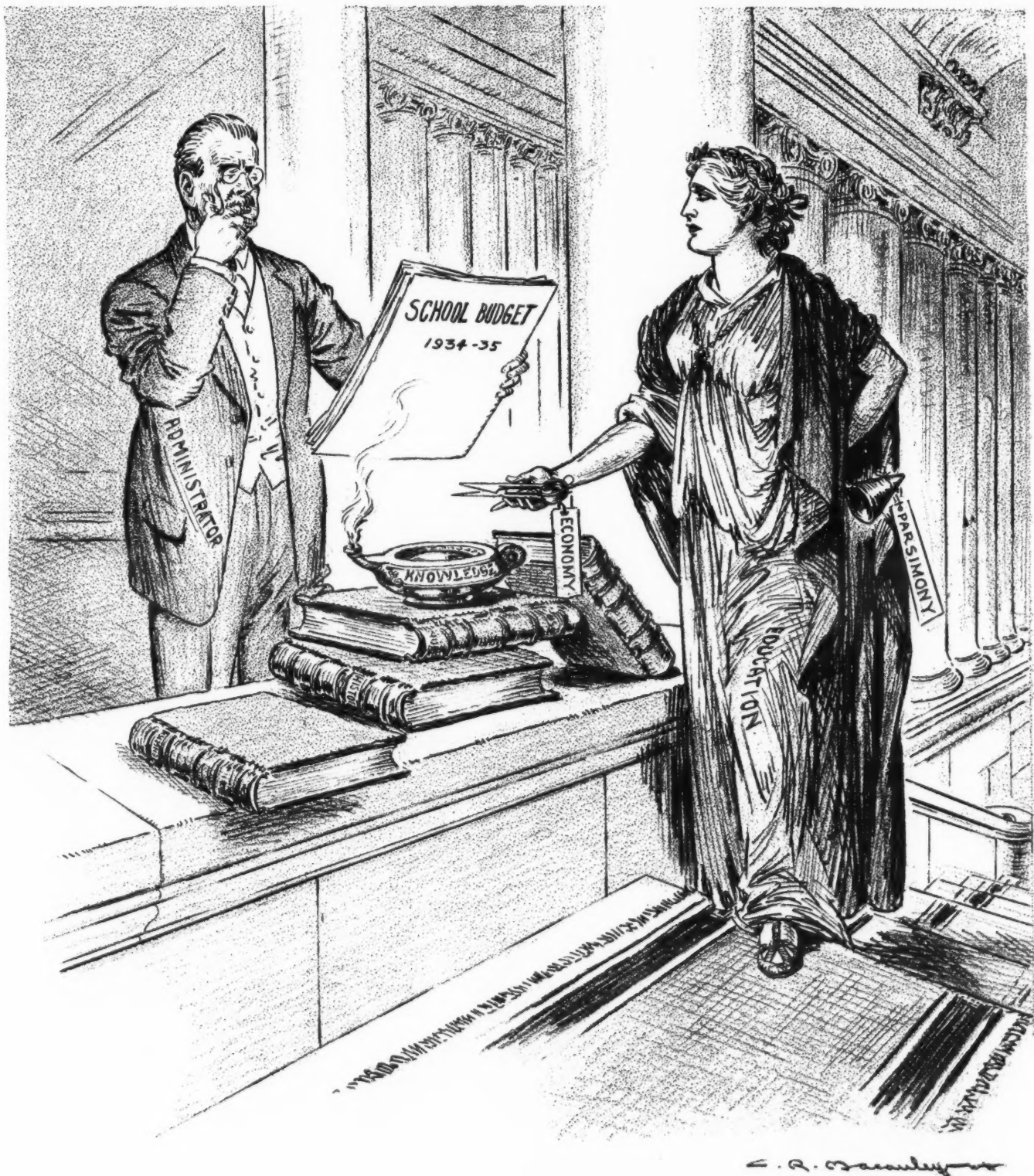
THE HERMAN NELSON SYSTEM OF
AIR CONDITIONING FOR SCHOOLS

THE AMERICAN School Board Journal

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"TRIM THE LAMP, DON'T SNUFF IT"

High Schools and the Problem of Taxation¹

Dr. Eugene S. Lawler, Teachers College, Columbia University

The great question of how we may support our high schools is part of a larger one — how we may support the necessary governmental functions of our country. If our high schools are properly maintained in accordance with the needs of the times, expenditures for their support can be counted upon to increase during the next few years.

In addition to anticipated changes in the conduct of secondary education, there is the prospect of a continued larger attendance in secondary schools, in contrast to the oftentimes diminished attendance in the elementary grades due to the slackening in the birth rate. The increased attendance in high schools is due to the elimination of youth from industry and the consequent greater demand for high-school education can be expected to continue and unfortunately these increased demands for secondary education have come upon us in the midst of a tremendous depression. Just when secondary education has needed to expand the most, the funds to finance such expansion have been cut off.

In a way, we need not be surprised at the fact that at the time of greatest need funds are difficult to obtain. Several decades ago Mr. Dooley remarked that one of the strangest things in the world to him was that the people who needed money the most were the very ones who could not get it.

To put the matter in a different way, we can say that the educational profession is in the same position as many types of business are at present. On account of the tremendously reduced income of the country, we are meeting increased sales resistance, and the question of how we may support high-school education is in reality a question of what we as a teaching profession can do to overcome this increased sales resistance. One of the first measures which a manufacturer should employ in such times is the effort to improve the quality of his product. Whatever the schools can do to contribute to the real welfare of adolescent youth, whatever they can do to appeal to both the students within their walls and their parents, whatever they can do which appeals to the people as a whole as making this country a better place in which to live, will aid in bringing support for secondary education; for education must be "sold" on its merits just as any other service or commodity.

Nation Supports Education

On the whole, educators have a right to feel that the country has "stood by" education. Notwithstanding the fact that we are spending something less than 75 per cent of what we spent in 1930-31, per pupil, the percentage of the national income which is devoted to education is now greater than it was in predepression days, and this in the face of the widespread reduction in incomes of all types of citizens, should be realized when we view the reductions that have been made in the support for high schools.

On the score of efficiency, it is interesting to note that now for several decades the accepted form of government for the best school systems has been a lay unsalaried board which elects a superintendent of schools as its professional adviser and executive officer, who has general oversight of the work of a professional personnel, appointed for reasons of competence without reference to partisan politics. Only in the past few years has the city-manager plan

of government for other municipal functions begun to operate. The county-manager type of government still lags. There is no doubt in the minds of many competent observers that the preferable form of government for municipalities and counties is the city- or county-manager type, a system already in full flower for schools.

Luxury of the Small School

One luxury to which we as a people still cling, the elimination of which will lead to economy in costs and an increase in the educational efficiency of our high schools is the maintenance of many small schools. It costs 1.74 times as much to provide instructional facilities for a pupil in a high school of 40 as it does in a school of 700 or more, according to national average practice as reported by the National Survey of School Finance. It costs 1.27 times as much to furnish instructional facilities in a high school of 100 as it does in a large school. It would be an interesting thing to compute the amount of money which could be saved if all of the small high schools which could be consolidated were so treated. The amount would run into millions of dollars.

But after everything has been done which can be done toward increasing the value of the services of the high schools to the country, and after all available methods of reducing the cost of those services have been employed, there will remain the fact that the cost of these services will have to be met for some time to come out of a greatly depleted national income, which seems to call for "new sources of revenue."

But there are no new sources of revenue. All the costs of government, as well as of the expenditures which we make as individuals, must be financed from the national income. The source of all payments is necessarily in this national income; hence, new taxes are not new sources of income. However, it is true that the different kinds of taxes employed do determine to a large extent which part of the national income is to furnish the required sums; that is, in what proportion real estate owners, men with large incomes, laborers, business men, or heirs to estates shall contribute toward the services of government.

The Income and the Sales Tax

The income tax has been favored by many students of taxation and is particularly interesting because of both the friends and the enemies it has made. The great virtue, from the standpoint of its friends, and the great vice, from the standpoint of its enemies, is one and the same thing; namely, the fact that it cannot be shifted and the burden of taxation can be distributed according to ability to pay.

Naturally, some men with large incomes do not wish to see an income tax adopted, because they know that under such a tax those with large incomes pay a larger percentage of their incomes in taxes than those in the lower brackets, who need everything they have to maintain a reasonable standard of living. There is no doubt that the income tax offers the best opportunity of all types of taxes to use the criterion of ability to pay.

It is very fitting, in connection with the income tax, to discuss the sales tax. Its great virtue is that it can be depended upon to raise a relatively large amount of revenue, even in times of depression. Hence, in these troubled days when all governments have been searching frantically for new taxes, it is natural that several states have either adopted or considered the sales tax.

It is not so easy a tax to administer as some have thought, but it has raised a certain amount of revenue in those states which have adopted it. The great objection to the sales tax is that it has a tendency to be "regressive"; that is, it bears more heavily upon the poor than upon the rich. Naturally some favor it in preference to the income tax, and it is certainly true that the sales tax is not necessarily to be rejected under all circumstances. If the only method which can be used for obtaining necessary funds is the sales tax, its adoption is preferable to the suspension or crippling of a necessary governmental service, but certainly it should always be considered in the light of its economic effects.

Education a Function of Government

Beyond any reasonable doubt, education is a function of government which should be available to all the citizens of the nation. It is also certain that the present almost entire dependence on property taxes derived in the immediate vicinity for almost the entire support of education in each community is working serious injustice to millions of boys and girls in this country.

Some communities are more than ten times as able to support education as others, in any state, the result being that, in those states which have not made special provisions, while the pupils who happen to live in the wealthy districts have every advantage, those in the poorest districts have the very meagerest sort of school opportunities. When the basis of this discrimination is investigated, whether between states or between localities in the same state, it will be found to rest on fortuitous circumstances rather than on a basis of justice or equity.

Land Values in New York

It is very interesting to find that in the State of New York the average full valuation of real estate is, or was, more than one thousand dollars an acre, for the entire state — this huge valuation, of course, being the result of the enormous concentration of land and building values in the City of New York and a few other cities.

Are the land values in the State of New York due entirely to the industry, foresight and ability of the people living in the state, or are they due largely to the fact that New York City is the chief port of entry and business center for the United States? Certain townships in northern Indiana and certain districts in the West have enormous valuations, which they are able to tax for purposes of education and other local purposes, because of a great concentration of railroad mileage within their boundaries. Some townships have as many as eight tracks of railroad crossing them.

Are such townships and the people in such townships entitled to all the governmental services to be derived from the taxation of such property because they happen to live near the right of way, or are the people who furnish the traffic and pay the bills of these railroads entitled to part of those benefits? If the principle of equalization between communities in each state, and between states does not come to fruition, it will certainly not be because of any lack of justification for such measures on the grounds of equity.

Where to Get the Money?

Immediately, when such measures as these are discussed, the objection is liable to be made, "But where will you get the money?" Frequently we see statements implying that the cost of government has gone out of all bounds and that the only thing required to induce recovery and assure better times is to take the

(Concluded on Page 74)

¹Abstract of a paper read before the general session of the National Education Association, Washington, D. C., July 5, 1934.

The Basis of Professional Leadership

Lies in the Relationship of the Executive to the Committee, the Staff, and the Public

By John Lund, M.A., Recently Superintendent of Schools, Newton, Mass.

During these difficult and trying years of economic depression we have noted in all fields of human endeavor the emergence of many strange phenomena. Chief among these, of interest to the schoolman, has been the spectacle of the business man, turned educator. Self-appointed, sitting on school committees or finance boards, in banking houses, on legislative committees, on back porches, in political conclaves, and in newspaper offices, he has known just what is wrong with the schools and has freely prescribed for the ills of education. Universally the prescription has been a reduced diet and a revival of the therapy that killed Washington. "Bleed the patient," has been their nostrum and mercilessly have business men applied themselves to the bitter sport until the neglect of schools has become a national scandal.

It is not the purpose of this article to sketch this picture in detail. The facts are readily available. Our purpose here is to raise the question of, What has happened to professional leadership in education, and why has it failed to function effectively to avert the condition referred to? Why is it that in a nation whose people still consume soft drinks, radios, cigars, cigars, and automobiles, to the tune of \$4,000,000,000, annually only slightly more than half that sum, or about \$2,250,000,000, is spent on educating its 26,000,000 public-school children? Why is it that we now have approximately 3,000,000 boys and girls walking the streets and actually hundreds of thousands riding upon freight trains as tramps?

The Answer

The answer primarily, is that the business man has turned educator, and professional leadership in education has not been equal to the emergency. The indictment, however, is not so much against the schoolman as against the machinery through which he has to operate. Back in the days less than two short years ago when H. L. Mencken edited the *American Mercury*, he included an article (November, 1932) entitled "The Worst Job in the World." And this job, believe it or not, my good friends, was the job of the school superintendent. Here is the concluding paragraph of that article: "Occasionally when I come upon a superintendent unannounced in the late afternoon, and find him gazing meditatively out the window, I am pleased to believe that he may be dreaming of such a day (when he could pooh-pooh a politician or wring the neck of an obstreperous board member); but it is probably much more likely that he is wondering why he holds on to a job that is so hard to get, so easy to lose, and hardly worth having." Of course, Mr. Mencken didn't write the article, but he liked it well enough then to print it in his magazine. More recently he, too, has joined the anvil chorus.

Generally speaking, the school superintendent has fought valiantly. It has been frequently a lone fight with no holds barred, catch as catch can. Suppose we examine the machinery of administration and control through which he has had to operate.

A school superintendent must operate with and through certain constituted agencies chief of which are the school committee or board of education, the administrative and professional staff, and the public. An examination of these relationships, as they are and as they should be, may reveal the causes of the breakdown in leadership and the way out which somehow must be found.

Leaderships vs. Committees?

Historically the school committee as we know it, despite differences in name, grew naturally out of the conditions of pioneer life in New England. The office is deeply rooted in the foundations of American democracy. For more than two centuries school-committee members have directed the schools of the nation, keeping them responsive to the will of each community and relatively free from the control of any political party, religious sect, or social class. The school-committee member is responsible today, as he has been in the past, for keeping the schools open to every individual and for providing the best educational service obtainable for every child in the district.

Now the proper functions of a committee may be perfectly clear to students of education, but only occasionally are they understood, or observed, by members. Here we have problem number one for the school superintendent — the education of his committee in their job.

Henry Ford in a recent interview said, "America is suffering from too many conferences and boards of directors. A boss with an idea gets somewhere. He doesn't fritter away valuable time talking to himself. He'll make mistakes. I've made them. But if he can't recognize his mistakes and correct them before they are fatal, he has no business being boss; he won't be boss long." The most important personnel job of a school committee is the election of a superintendent of schools, the "boss" if you please. Having performed this function, with much care in most cases, the lay members soon come readily to regard themselves as experts in school administration. The superintendent ceases to be "boss" and the organization becomes a sort of rudderless craft, mostly pulling for the shore when the wind gets strong and the white-caps appear.

Professional Spunk Needed

Educational leadership cannot become respectable or effective in America unless somehow school committees delegate administrative and executive power and leave it alone. Who ever heard of a board of directors of a hospital, for example, selecting members of the hospital staff, employing elevator boys, telling surgeons how to remove tonsils, or nurses when to take the temperature of patients? We recognize as absurd immediately the very thought of their selecting and purchasing surgical instruments, hot-water bottles, or bandaging gauze. The board of directors of any respectable enterprise is not created for management but to study the needs and possibilities and outline of action; to employ trained workers to carry out its policies and to pass judgment on results. Its function is not to do, but to get things done.

Again I say these things are all perfectly clear to students of education and to most school superintendents. The problem is to apply them as principles of action and procedure. I have just two suggestions.

First, more effort on the part of schoolmen to bring these considerations continuously, in season and out, before lay members of school boards; more intestinal fortitude among school superintendents reflected in a persistent refusal to accept encroachments upon their prerogatives and position; refusal to accept appointment without clear understandings and agreements, periodically renewed and refreshed. Surely in a profession where the average tenure is something less than three years, the hazards

of the position will not be materially increased. My guess is that a show of professional spunk and spirit will in the long run remove the position of school superintendent from the list of the dangerous and the hazardous. Consider the spectacle presented every time a superintendency is vacant. There follows a mad scramble by a veritable army of candidates for a job at any price to have and to hold. Little wonder that school committees too often look upon the superintendent as a sort of necessary evil to be tolerated, humored perhaps, used, but not to be given any more power in fact or respect or support than from day to day may be required by the exigencies of a particular situation. The job of superintendent of schools must be made respectable and respected, and it seems to be strictly up to the profession itself, individually and collectively.

My second suggestion is that "there should be a law." As one who shudders at the very phrase quoted, I still insist that in so important and vital an enterprise as public education the powers and functions of the "key" man should be defined by law and not left to the whim of a very casually organized group of laymen designated as a school committee. This suggestion is made not for the "protection" of the school superintendent but for the perpetuation of an institution which is in grave danger of emasculation.

Leadership of the Staff?

The second agency through which a superintendent must operate is the professional staff. To the superintendent falls the task of leadership. To the truly professional type of superintendent this task becomes more and more one of mobilizing and releasing the creative powers of the group for increasingly effective service to children. That this is not a simple task every superintendent knows. H. E. Buchholz, in the *American Mercury* article already referred to, puts the problem very neatly: "The superintendent is called upon to hold all these people in check without, in the process, spilling any of their enthusiasm. To the outsider, and even to many within the ranks, there may appear to be perfect coöperation; but under the surface he is forever striving to fit square plugs into round holes, to nip wild shoots from promising plants, to prevent experts from engaging in a battle royal." This is not the place for a long enumeration of the problems involved. From my own experience I can say that out of these relationships have come the most enduring satisfactions, the greatest rewards, and the greatest sense of the worthiness of the job. The day of "fascism" in educational leadership within the organization has passed with the birch rod and the abacus. We no longer commend a principal or a superintendent with the phrase "he runs a good school," meaning that he "runs" it "and how." To the alert, progressive professional the problem of staff relationships, by comparison, is the least of his worries, remembering always that final decisions must rest with the superintendent and that the responsibility is ultimately his.

The Public and Professional Problems

We now come to the last of the agencies mentioned — the public. We include in the term the citizens and their "representatives" the politicians, officers and committees of fraternal and patriotic organizations, parent-teacher

groups, women's clubs, and so on, *ad infinitum* and at times *ad nauseum*.

The school superintendent is frequently reminded that, as a public servant of a very special type, his management of the schools must be approved by the people. Every busybody in town labors under the delusion that he is the people.

In one community, for example, the superintendent, staff, and teachers developed certain experimental procedures for rating pupil progress and growth in terms other than the conventional "marks" and traditional "reports." The superintendent and others went to the people and explained the nature of the procedures, asking for sympathetic appreciation and coöperation. Parental reactions throughout the city were overwhelmingly favorable by actual canvass 16 to 1. After the new procedures had been in operation a full year, a small group of people appeared before the committee, presenting a petition with 400 signers in a city of 70,000, and demanded that the committee restore the old procedures and stop the experiment.

Here was purely administrative procedure representing the best collective thought of the entire professional staff, teachers, principals, staff assistants, and superintendents, thrown into the lap of the school committee to be killed at the behest of a small but vocal minority. Fortunately the school committee wisely tabled the matter, promising further study and consideration. Surely here is a situation and a problem calling for that intestinal fortitude previously mentioned, an insistence by the superintendent that this is an administrative problem; that the professional staff is attempting to do a creative job for the best interests of the children, and that it is not a matter to be settled by popular referendum.

That a superintendent must give increasing attention to public relations and assume responsibility for keeping the public informed concerning important phases of public-school organization and activity is axiomatic in modern school administration. This does not mean, however, that school policy and school procedure shall be affected by every ripple or even wave of public sentiment. The hardest job of the superintendent perhaps lies in the tactful but firm handling of parents and public not to mention the politicians who at the slightest provocation are playing dice for his scalp.

Mutual Insurance for Sick Leaves

Charles J. Daltborp, Superintendent of Schools, Aberdeen, South Dakota

The question of continuing sick benefits for teachers at taxpayer's expense during depression years has confronted practically every board of education responsible for the expenditure of public tax monies. With continually increasing demands for budget reductions in school expenditures, school officials have in most cities found it necessary to reduce sick-leave periods or eliminate them entirely.

Aberdeen, South Dakota, has gone through three cycles of change in sick-leave allowances, with the school district finally placing the entire responsibility for sick-leave benefits upon the teaching staff. Originally the board of education allowed a sick leave of ten days during the school year. Later this period was reduced to five days. Finally, the board of education offered to pay one half of the premiums for health benefit insurance with a commercial company provided the teachers would pay the other half of the premiums. After this type of benefit insurance was continued for three years,



MR. JOHN LUND

Administrative Strength

To return to our original question, What has happened to professional leadership in education, and why has it failed to function effectively to avert the conditions now so painfully and scandalously apparent? I submit one of several possible answers. It is found in this canvass of the mechanics of school management and the many pressures imposed upon those responsible for that leadership. Given the will and courage to do and to act on the part of the schoolmen of America, I have high faith in the ultimate issue.

Social and economic stability in the United States cannot be dissociated from full and equal opportunity through education. America still has faith in education. The machinery for administering public education must be strengthened. Strong professional leadership must contribute to this process. The future of education in America rests, not with the politicians, but with the profession. Demonstrate that we know what we are about and that we have the courage to do it, and the public will support us. They will ultimately support nothing less than our best.

the board of education asked the teaching staff to assume the entire responsibility for sick leaves.

There exists in Aberdeen, as in most school systems, a professional organization of all teachers, principals, and supervisors banded together for the welfare of the teaching groups. This group meets five or six times yearly in a social and professional capacity, and carries on activities for the advancement of the teaching staff. Rather than have the teachers individually carry the full responsibility for time lost on account of sickness, the teachers' association formed a mutual insurance organization to provide sick-leave benefits. The plan has been in operation two years. The end of each year has found a satisfactory surplus over the actual yearly requirements.

Features of the Policy

The salient features of the mutual policy follow:

Each teacher, principal, and supervisor in the system carries the policy and pays for it at the rate of 55 cents for each \$100 or major portion of \$100 that is received as a yearly salary, provided that no premium shall exceed \$10 or shall be less than \$5.75.

Each teacher, principal, and supervisor is allowed his or her full pay for absences up to 10 days and 60 per cent of the pay for all absences exceeding 10 days. In the event the teacher is absent for two days or less, she files a certificate with the board of education certifying her absence was caused by illness. In the event the absence exceeds two days, a regular physician's certificate is required on forms provided by the board of education.

The treasurer of the teachers' association at the end of each calendar month pays the board of education from the insurance benefit fund, \$4 for each day of absence for teachers, principals, and supervisors. This is the actual daily allowance for substitute teachers. In the event the absence of the teachers, principals, and supervisors exceeds 10 days for the school year and the beneficiary receives only 60 per cent of his or her pay for a period of time, the 40 per cent of unused pay is paid to the teachers' association by the board of education to add to the insurance benefit balance.

The Contract with the Board

The teachers, principals, and supervisors agree that in the event there is not a sufficient balance to provide for their needs for the year, an equal assessment will be made against each policyholder. If a surplus exists at the end of the school year, this is left as a permanent insurance fund. New teachers entering the system are charged a membership fee prorated upon the balance left in the fund at the end of the previous school year and the number of teachers insured.

The treasurer of the association is bonded for an amount equal to the maximum balance that exists in the insurance fund at any time.

The contract between the officers of the teachers' association and the board of education gives the board of education full authority to select such substitutes as it may choose for the absences that occur. The association guarantees to pay for these substitutes on the basis of \$4 for each day of absence. The board agrees to return the 40 per cent of unused salaries for all teachers exceeding the 10 days' absence limit.

This contract also carries a clause whereby the board of education makes no claim against the teachers' association for remuneration in the event a substitute is not employed for a period of absence by teachers, principals, or supervisors.

The plan will work satisfactorily in a system employing 100 teachers or more, provided there is harmony in the staff and all members work coöperatively. In order for the plan to be a success, every teacher, principal, and supervisor should be a member of the mutual organization. This can be satisfactorily arranged with new teachers entering the system. With right attitudes on the part of teachers who have had previous service in the system, there should be no question about their willingness to coöperate for the welfare of the group as a whole.

OUR EDUCATIONAL PHILOSOPHY

The ideal of offering opportunities to the masses and the ideal of developing great leaders are both essential to the philosophy that dominates our educational system.—
GEORGE E. VINCENT.

Legal Causes for the Revocation of Teachers' Certificates

Ivan Hostetler, Ohio State University

In an earlier article,¹ the causes for which teachers' certificates may be revoked in the different states were tabulated and discussed. Most of the state codes enumerate specific causes for such action, a few specify only general causes, while about a fourth give both. However, many of these causes are vague and indefinite and have resulted in a number of court decisions in the different states. These decisions involve some of the specific causes which are enumerated most frequently by the different states. Many of these decisions have become established principles of law.

Main Causes for Revocation

Intemperance. A certificate cannot be revoked for intemperance which occurred prior to the date when said certificate was issued unless it is so close to the teaching period in point of time as to affect the moral standing of the teacher at that time. This is made obvious by the fact that before a certificate is issued to an applicant his moral character is to be investigated.

A Kentucky county superintendent preferred charges of drunkenness and immorality against a teacher and after a hearing revoked his certificate. The specific charges were denied, and the defendant contended that they were actuated by malice, that they were without foundation, and that they referred to occasions two years before the issuance of the certificate.

The Kentucky Supreme Court, in deciding this case, held that a certificate cannot be revoked arbitrarily, without just cause. The court said:

... The specific charges in the notice served upon the plaintiff are that he was drunk at Ing. Bartlett's and Joe Carter's. There is no intimation as to the date of these alleged acts of intemperance. So far as the notices go, they may have occurred many years before he obtained his certificate as a teacher, and might not have affected either his moral character or competency at the date of the notice. Unless the alleged intemperance was subsequent to the date of his certificate as a teacher, or was so close thereto in point of time as to effect his moral standing at that time, they would not be sufficient to authorize the revocation of the certificate or their investigation to that end by appellee. ...²

Intemperance and Immorality. In a suit brought forty years ago, an Ohio court has held that a teacher may have his certificate revoked for intemperance and immorality, and the action of the school examiners, who are charged with the duty, will not be rescinded by the courts. The case arose in Lorain County where a certain Peabody attempted by mandamus to compel the board of school examiners to sign a bill of exceptions so that the Court of Common Pleas might review his case and, if possible, reverse the board.

The charges preferred against the relator were that, while engaged in teaching school, he used profane language, filthy and obscene talk with pupils, and that he was intemperate. He had been given a hearing and found guilty, and his certificate had been revoked. The question of whether or not the case could be reviewed by the court was decided by the Lorain County Court of Common Pleas. In rendering the opinion of the court Judge Nye said:

The teacher in our schools occupies one of the most important and responsible positions in the community. Our children are intrusted to his care for education and guidance. The parents as well as the pupils have a right to look up to him as an example and guide to

their conduct. And so long as he maintains their confidence his examples are followed and his conduct imitated. By intemperate habits or immoral conduct he loses the respect of the parents and pupils, and his usefulness is gone. And when it is ascertained by the examiners that a teacher is intemperate or immoral, it is made their duty by statute to deprive him of the license which they have given him to teach, by revoking his certificate. The duty of revoking the certificate must be placed somewhere, and the legislature has seen fit to place it in the power of the board which granted it, and not in any court. It has not provided for a review of the examiners' action and hence I am of the opinion that it was the legislative intent that that action should be final. The writ will therefore be refused.³

Refusing to Attend Teachers' Institutes and Make Daily Preparation: A teacher's certificate may be revoked for refusing to attend a township or county institute, or by neglecting to make daily preparation for teaching. A teacher who refuses to carry out these duties is guilty of negligence, a cause enumerated in the statutes. In the case, *Stone v. Fritts*, the Supreme Court of Indiana said:

Township and county institutes for teachers are required to be held, their attendance is commanded, and pay provided. ... The statute quoted authorizes a teacher's license to be revoked for general neglect of the business of his school.⁴

While it is true that institutes are no longer required in many states, nevertheless, if the county board of education or other authorities provide for an institute, the teachers are expected to attend. That attendance is expected is evidenced by the fact that many statutes provide that the teacher shall be paid for attendance. According to the Indiana Supreme Court a teacher who refuses to attend or fails to make daily preparation for teaching shows "a lack of interest in his work and a general neglect of his duty as a teacher, and of the business to which his efforts should be directed, and bring the charges within the statute, and, consequently, give the appellant jurisdiction over the subject matter. ..."⁵ The court sustained the action of the county superintendent in revoking the certificate for these causes.

Negligence. Approximately half of the state statutes likewise enumerate negligence as a cause for which a certificate may be revoked. In the light of the decision of the Indiana Supreme Court, there is reason to hold that a certificate could legally be revoked in these states for such negligence as failure to make daily preparation for teaching.

Unworthiness. A teacher who is unworthy lacks the moral and mental qualities required for successful teaching. A Texas statute gives the state superintendent of public instruction the power to revoke the certificate of a teacher who is found "unworthy to instruct the youths of the state."⁶ In this case of *Marrs v. Matthews*, a certificate was revoked because the teacher participated in a fraudulent scheme for issuing teachers' certificates at the county examinations. The state superintendent declared this teacher unworthy, and the Court of Civil Appeals ruled that this was sufficient cause for the revocation of his certificate. In the appeal it was contended that the word "unworthiness" was too vague and indefinite to legally define a disqualification of a teacher, and that the law was therefore invalid. The court, however, interpreted the statute:

... The controlling purpose of the Legislature was evidently to insure the giving of wholesome instruction to pupils attending the public schools, by excluding

³*State v. Lorain County School Examiners*, 2 Oh. S. & C.P. 24, 1 Oh. N.P. 151. (1894).
⁴*Stone v. Fritts*, 169 Ind. 361, 82 N.E. 792, 15 L.R.A.N.S. 1147. (1907).

teachers who were found to be morally and mentally unfit. The word "unworthy" as used in common parlance, has a well-defined significance. As here it means the lack of "worth," the absence of the moral and mental qualities which are required to enable one to render the service essential to the accomplishment of the object which the law has in view. ... But there can be no difference of opinion about the fact that an unworthy person should not be permitted to teach in the public schools. What qualities, or lack of qualities, should render one unworthy would be difficult for legislative enumeration.⁷

Thus the term "unworthy" has reference to acts which are immoral, unmoral, or illegal in their nature, and these are sufficiently definite to be understood. Many state statutes name immorality and incompetence as causes for revoking certificates. In the light of the above decision these two causes are included under the term "unworthy." A certificate may therefore be revoked if a teacher is found to be unworthy to teach the children in the public schools.

Statutory Provisions Exclude Other Grounds

If the statutes enumerate the causes for which certificates may be revoked, such enumerations exclude all other causes.⁸ If the proper authorities revoke a certificate for any cause other than those specifically stated in the state codes, a court of equity may restrain such action. The revocation of the examining board or the director of education is final if the grounds for action are enumerated in the statutes.⁹ The Supreme Court of Indiana has said:

It is the generally accepted doctrine that where a statute or ordinance authorizes the revocation of a license for causes enumerated, such license cannot be revoked upon any grounds other than one of the causes specified.¹⁰

The Indiana Court does not agree with the decision of a court in Kentucky¹¹ that the action of a school superintendent in revoking a certificate is judicial but says:

We do hold that he may revoke only for some statutory cause, and if attempting to proceed upon grounds wholly outside of statute his action would be without jurisdiction, and upon a sufficient showing a court of equity might intervene to prevent the threatened revocation.¹²

Giving Assistance to Applicant in Examination: A county superintendent in Kentucky preferred charges against a teacher for unlawfully assisting one who was being examined in arithmetic at a teachers' examination, and proceeded to revoke his certificate. The case reached the Supreme Court, and the chief question to be decided was whether the superintendent had the power, under the law, "to hear and determine the charge named in the notice, and to revoke the certificate of the appellee."¹³ In the opinion of the court, Judge Hazelrigg said:

... We are not told in what precise way the appellee gave his assistance to Gordon on the subject of his arithmetic. His counsel admits he may have spoken a word of cheer; but whether so or not, we do not believe that his giving such assistance on the single occasion as charged made him "incompetent, inefficient, immoral, or otherwise unworthy to be a teacher." Hence we believe the appellant was without authority to try him for the alleged offense, and to revoke his certificate.¹⁴

The court's decision was based on the fact that the county superintendent revoked the cer-

¹SCHOOL BOARD JOURNAL, August, 1934, p. 39.

²*Bowman v. Ray*, 118 Ky. 110, 80 S. W. 515, 25 Ky. L. 2131 (1904).

⁶*Marrs v. Matthews* (Tex. Civ. A.) 270 S.W. 586 (1925).

⁷*Stone v. Fritts*, 169 Ind. 361, 82 N.E. 792, 15 L.R.A.N.S. 1147 (1907).

⁸*State v. Lorain County School Examiners*, 2 Oh. S. & C.P. 24, 1 Oh. N.P. 151 (1894).

⁹*Davies County Common School v. Taylor*, 105 Ky. 387, 49 S.W. 38, 20 Ky. L. 1241 (1899).

¹⁰*Stone v. Fritts*, supra.

tificate for a cause not enumerated in the statutes.

Unprofessional and Unethical Conduct. In the case of *Brown v. Gear*,¹⁰ a county superintendent proceeded to revoke a certificate for unprofessional conduct. Some of the charges against this teacher were as follows: She violated rules prescribed by the state board of education for examinations for common-school certificates; she submitted papers not written during the period of the examination; she used political favoritism to secure a first-grade certificate; she made a statement, contrary to fact, to the school directors, that a first-grade certificate had been issued to her by the state superintendent; and she attempted to gain access to the examination questions prior to the date of the examination.

Upon the basis of the evidence in the hearing before the state superintendent, the defendant was found guilty of unprofessional conduct, and her two common-school certificates were revoked. This decision was based on the Washington statute which reads as follows: "Any certificate named in this title may be revoked by the authority entitled to grant the same upon the determination of sufficient cause, after the holder thereof shall have been given an opportunity of being heard."¹⁰

This case finally reached the Supreme Court of Washington. To support its opinion, the Court quoted the following from Mechem, on Public Office, 457, on the removal of officers:

Where the removal is to be for official misconduct . . . the misconduct which shall warrant a removal of the officer must be such as affects his performance of his duties as an officer, and not only as affects his character as a private individual. In such cases, it is necessary "to separate the character of the man from the character of the officer."¹⁰

The court ruled that the certificate could be revoked only for such causes as would justify the revocation of her right to teach:

. . . that is, either such incompetency in her vocation in and about the school as made her unfit for the station, or violation of rules in teaching, etc., or such moral turpitude outside her profession as would recoil on her efficiency in her work and injure the school. The charges and evidence relative to violation of rules established by the board of public education for examination of teachers do not evince a sufficient degree of moral turpitude.¹⁰

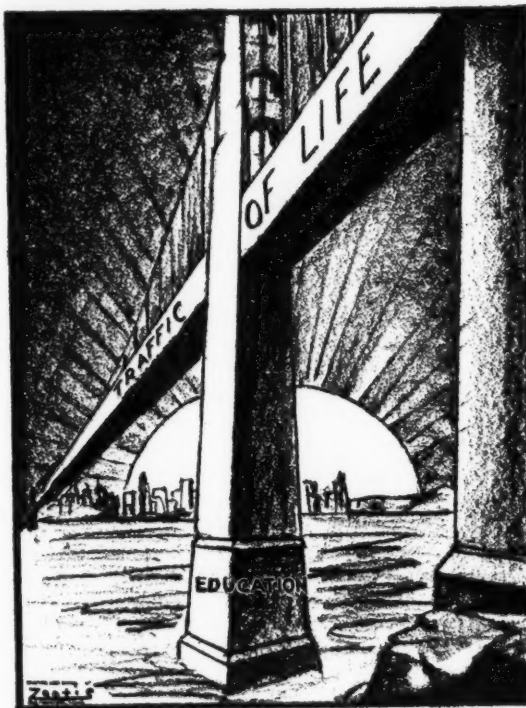
The court decided that the superintendent of public instruction was in error. Thus, a certificate may not be revoked for unprofessional conduct where the statutes do not name such a cause.

Legal Procedure Must be Followed

The delegated authorities may revoke a certificate for legal causes, but if they fail to follow the provision of the law in some other respect such revocation may be illegal. In the case of *Lee v. Huff*,¹¹ the county examiner revoked Huff's certificate because he "unlawfully, negligently and willfully refused and failed to attend a teachers' institute." As a result, Huff brought action against Lee, the county examiner, "alleging that his license had been revoked by the defendant 'wrongfully, maliciously, and without right,' . . . and asked judgment for damages."¹¹

The Arkansas statute gives the examiner the authority to revoke a certificate for immorality, incompetency, and for other adequate causes. But before a certificate may be revoked for these causes, the teacher must be given a hearing and an opportunity to defend himself.

According to the Arkansas Supreme Court the examiner is not liable for damages whether his decision is correct or not, if after fair investigation, he honestly concludes that the teacher has been guilty of such conduct, as under the statute, justifies the revocation of his certificate. If he follows the statute from which



EDUCATION SUPPORTING THE BRIDGE OF LIFE
A cartoon by James Zoetes, student in the Mission High School, San Francisco, Cal.

he receives his authority, it is up to the examiner to determine whether or not the evidence is sufficient to make out a proper case under the statute. "The law reposes this discretion in him, and will protect him when he acts honestly and in the faithful attempt to discharge his duties. . . ."

In this case however, the examiner did not act within his jurisdiction, because he failed to summon the teacher for examination upon the charges. He was not given an opportunity to defend himself. Thus the action of the examiner was illegal, and he was held liable for damages. The court said:

. . . The giving of this notice was not a matter left to the discretion of the examiner; for, until it was given, he had no power to pass upon the conduct of the teacher. As he undertook to do this—to pass judgment and revoke the license without notice—he acted in violation of the statute, and without authority, and he is liable for the consequences of his acts. *Fausler v. Parsons*, 6 W. Va., 486.¹²

Incompetency. In a similar case¹² in Kentucky, a county superintendent failed to act within the limits of the law, and his action was declared void by the court of appeal. In a petition to the county superintendent the patrons of a school district complained that their teacher was incompetent, and requested that she be reexamined. She was given five days' notice to appear at a regular teachers' examination to be reexamined. When she failed to appear, the county superintendent revoked her certificate. This was illegal because the Kentucky statute states that the teacher shall be given at least five days' notice of the charges, and she must be given an opportunity to produce evidence and defend any action against her. In this case the teacher never had any notice that she was to be tried upon any charges.

Power to Certificate Implies Power to Revoke

A statute which gives the superintendent of public instruction the right to grant a certificate, but is silent on his power to revoke the same may, however, imply the right to revoke.¹³ After Tommie Hill, who held a county and a state certificate, had taught school for one month in Jackson County, Arkansas, complaint was made that she was not qualified to teach. The county superintendent reexamined her and sent the questions and answers to the state superintendent to be graded. The latter declared

her unqualified and revoked her certificate. The secretary of the school board was notified and informed that this terminated her contract. Believing that the state superintendent had no authority to revoke her certificate, Tommie Hill continued to teach, and the school board issued her pay warrants. When one of these warrants was presented to the county treasurer, he refused to pay it on the grounds that it was issued illegally. The circuit court granted a writ of mandamus to compel the county treasurer to submit payment. The Arkansas Supreme Court, however, reversed the decision of the lower court.

One of the chief points at issue was whether the superintendent had the right under the law to revoke a certificate. The law stated that he had the power to grant a certificate for life unless revoked. But it did not say that he could revoke it. The Supreme Court, however, ruled that the state superintendent had implied powers to revoke a certificate. Judge Hart, in the opinion of the court, said:

. . . It is true that the act does not contain any provision giving the state superintendent authority to revoke licenses issued by him, but . . . it is manifest that the Legislature intended to give to the State Superintendent the power of revoking licenses issued by him. Section 7528 provides that he shall have power to grant certificates which shall be valid for life unless revoked, evidently meaning unless revoked by him. So we think . . . it is evident that the State Superintendent of Public Instruction is given the power to revoke licenses granted by himself. This being true, it necessarily follows that the revoking of her licenses and notice to her and to the board of directors of the school district of that fact terminated her contract with the school district. She performed the services for which the warrant was issued after her licenses had been revoked, and the directors of the school district had no authority to issue her a warrant on the school funds in payment of her services.¹³

Summary and Conclusions

The principal causes for revoking a teacher's certificate are intemperance, immorality, incompetency, negligence, and violation of contract. However, if such offenses were committed prior to the date the certificate was issued or not so close to that date in point of time as to affect his moral standing as a teacher, the courts protect his certificate from being revoked. If the boards or officials, in revoking a certificate, remain within the limits of the statutes, it is necessary for them to determine if the evidence is sufficient cause to revoke a certificate, and their action may not be reviewed by the courts. A teacher may be legally deprived of his certificate if he refuses to attend a teachers' institute, or if he fails to make daily preparation for teaching. Failure to do these things is negligence, a cause enumerated in the statutes. A certificate may not be revoked for unprofessional conduct unless such conduct affects the character of a teacher as a teacher and not merely as an individual. Whoever is given the authority to grant a certificate is also given the power to revoke a certificate, but all such proceedings must remain within the limits of the statutes. Such a power may be implied in the statute.

There is a tendency for the courts in making decisions which involve the revocation of a certificate, to keep the pupils, rather than the teacher, in the foreground. This seems to be in line with the general trend of education, because the general welfare of the pupils should be of primary consideration.

The Greeks, in their scheme of education, although supplied only to the free-born, recognized the necessity of definitely preparing their youth for the larger life. For us, who have definitely dedicated our democracy to the principle of equality of opportunity, it is important that we include FOR ALL, in our plan of education, the elements that prepare for complete living quite as fully as we now include the skills that prepare our youth to make a living.—E. C. Broome.

¹⁰*Brown v. Gear*, 21 Wash. 148, 57 P. 359 (1899).

¹¹*Lee v. Huff*, 61 Ark. 494, 33 S. W. 846 (1896).

¹²*Wilson v. Hite*, 56 S.W.

¹³*Smith v. Farmers Bank*, 125 Ark. 459, 188 S.W. 1167 (1916).

Visual Education or Mere Advertising?

B. A. Aughinbaugh, Director of Visual Education, State Department of Education, Columbus, Ohio

Recently Dr. B. O. Skinner, Director of Education for the State of Ohio, issued the following circular letter to all school heads of the state:

May I call your attention to the ill-advised, promiscuous use of advertising, or propaganda, slides, films, charts, exhibits, and even tablets and pencils distributed "gratis" to schools. Some of this material appears, on a mere cursory inspection, to be entirely harmless, but we may rest assured that those loaning it, or giving it away, have a very selfish motive behind their seeming gratuity.

We must bear in mind that the schools are supported by taxes levied against all persons, and companies, and we cannot advertise the products of one without seriously endangering our position with the others. Moreover, children are required by law to attend school, and we have no right to allow anyone, or any concern, or utility, to take advantage of their assembling together to instill into their minds prejudices favoring particular products, or groups of products.

By the creating of a fairly adequate visual-aid exchange service, in which only materials made solely for educational work is cataloged, we have given you the opportunity to avoid using advertising and propaganda material, which is supposed to be "free," but which after all is the most costly of material, since, if it does nothing worse, it impedes the normal and healthy development of the production of visual aids solely for educational work, by presenting unfair competition to such production. Bear in mind that textbooks are not produced by advertisers, and it would be a sorry day for the schools were this so. It will not be a happy day for visual instruction until the so-called "free" advertising slide and film is rejected by the school authorities as definitely as the theaters long ago rejected them.

Copies of the letter were sent to a number of other interested parties other than heads of Ohio schools. Reactions came in from all parts of the country, and those coming from state directors of education invariably supported Dr. Skinner's attitude toward using advertising materials in the public schools. Letters from directors of visual instruction in cities and states also gave the same reaction, but there were some quasi-educational institutions that had been very actively engaged in the distribution of advertising slides and films which came to the defense of such material. A typical example of this defense was as follows:

This Bureau has functioned twenty-two years, and through its efforts was one of the first to encourage educational organizations to use industrial pictures, because of their informative material. Hundreds of pictures have been produced by industries in a clean, wholesome way, presenting facts without exaggeration, or claims for superiority of their product, and have contributed the foundation stones of visual instruction through the use of motion pictures.

During the last few seasons over 22,000 organizations have applied to us for film service and 45 per cent of this number were educational institutions—fourth grade to university. We would appreciate your personal and professional reasons for banning without exception all of this material which can be secured by teachers and utilized by them as working tools.

In reply to this letter, Dr. Skinner made answer as follows, and we present it here as the defense of his action:

We have read your reaction to our letter opposing the use of Ohio public schools for commercial advertising, and we note that you put up a defense for certain industrial films which you seem to think come within the scope of our objection.

If there is no aim in these pictures to promote in any way the interests of a particular product, would it not be better for the sponsor of the pictures to show their philanthropic disposition by giving money to some bona fide producer of educational films so that a fund might be created for the impartial making of pictures on basic industries? This would obviate the necessity of our passing on the individual merits, or demerits, of the promotional content of the pictures.

So long as a company confines the content of its pictures to the making of its own particular product, there must always arise the feeling that it has something to promote for its own particular welfare. This arouses objections from makers of similar products when tax-supported schools utilize school time for the showing of these pictures.

Besides, I cannot see that the telephone people, the chocolate makers, the steel manufacturers, and the

like, could possibly be in the business of making films, except for advertising or promotional purposes. I would think the same about the producers of educational films who were giving away chocolate. I also note that these pictures are invariably distributed through the advertising departments of the concerns implicated.

We have reactions coming to us from state superintendents all over the nation and they invariably give support to our attitude. In some states, laws have been enacted putting a stop to commercializing public schools in this way.

The Danger in Commercial Advertising

The content of these letters brings us face to face with a situation which, as one of the letters reveals, has been steadily developing for 22 years, and perhaps longer than that. Who is benefited most by this activity, and who is the chief loser?

Almost daily there come to the desks of superintendents, principals, and teachers, advising them that schools may obtain free, or for a very nominal sum, slides, films, charts, exhibits, specimens, booklets, calendars, tablets, pencils, and a variety of other things sponsored by, or relating to, some commercial product. The more deplorable the financial situation of the schools, the more likely such bounties are apt to be accepted. All sorts of inducements are offered to allay the pangs of conscience which school heads may evince. One of the most frequently used arguments which has been successfully employed both as bait and balm, is this: "There is no advertising displayed—only the name of the sponsor is mentioned." This statement has an innocent appeal, for do not all products carry the name of the maker?

But this utilization of the schools for commercial propaganda is by no means innocent. Its very danger lies in its seeming innocence, its beguiling gratuity, and its subtle but highly efficient propaganda. To the novice, this material appears to be well made and very acceptable, but to those who study its real purposes it is mostly vicious or its use a sheer waste of time. Its goal, no matter how sugar-coated its content—is to capture the child mind while in its formative stage, and bend it to some selfish interest. In the case of some material (and the advertising motion-picture film is probably the worst of the offending items) the object is to arouse favorable, if not superstitious, attitudes toward the merits of certain brands of products. In others—especially those sponsored by utilities—the object is plainly to rear a generation of people who will be docile to the encroachments of the utility on the public's welfare. Some material is a subtle means of promoting bond sales by arousing favorable interest. In dealing with this material one may not know just where the "dark gentleman" is located, but he is surely housed someplace in the woodpile, and it is his job to kidnap the child's mental attitude, which is

quite as revolting as stealing its body, purse, or good name.

It may be argued that children are constantly exposed to advertising and propaganda through newspapers, magazines, billboards, and hundreds of other ways, and that this is only among the "hundred other ways." Those who hide behind this suggestion attempt to strengthen their case by asserting that the child should learn to form his own judgment when he encounters advertising wherever it is. If this material, as its sponsors assert, contains no advertising, there is no point to the argument, but if it contains concealed propaganda then a deception is being practiced. Were there no efficacy in supplying schools with material of this kind, we may be sure that the efficiency experts of the companies involved would long ago have deleted such expense from the budget. It must bring a desirable result. This result may only be the good will of some person, or some group, whose good will is worth enticing. Stripped of its sheepskin, this practice stands forth as a very vicious kind of wolf—it is a child-snatcher or a school-authority briber, and if either of these is less dangerous than the other, take your choice.

The Place of Legitimate Advertising

There are industrial films made for company use, or for legitimate company advertising and propaganda, and these may make their way into the schools through thoughtless requests of school authorities. Where school use is not promoted by the sponsoring company, the charges of this article are dismissed; but where the sponsors actively solicit such use (and this is the greater number), this arraignment is merited. This solicitation takes the form of advertisements in school and teacher publications, in circulars, in film lists, and in many other ways. In many cases quasi-educational, and even bona fide educational organizations are subsidized to extend the distribution, and a number of universities are engaged in circulating this form of advertising, and are financially profiting by it. This kind of distribution is sometimes excused by those engaged in it on the grounds that without such gratis material poor schools could not afford to show motion pictures to the pupils, since those which are made purposely for educational use must be bought or rented. With equal propriety we might suggest giving the child carbon dioxide to breathe if air is unobtainable. Another group of proponents suggests that such gratis films incite schools to purchase projection equipment which may later be put to legitimate use. This is certainly bringing so-called visual instruction in through the back door, and assures at least the sacrifice of one generation on the altar of Mammon to forward the welfare of another. As a matter of fact this practice has been going on for years, with visual instruction no nearer its goal, because legitimate educational pictures have been constantly faced with this unfair competition. It has been the rock on which many a forward-looking, educational producer has been wrecked—and the whole way is strewn with such wrecks. This wreckage, from the standpoint of visual instruction, is the most serious evil produced by free advertising, or propaganda films. If this movement is ever to amount to anything, it must be supplied with a steady release of pedagogically conceived material, distributed at a profit by its producers. This will never take place until schools quit chasing that well-known chimera, "get something for nothing."

THE DIRTY SECONDHAND BOOK

Even if we accept the theory of some medical authorities that an old, secondhand schoolbook is not a disease carrier, it remains, none the less, dirty and mutilated—questionable to pass on from child to child. Who can say how often a shabby secondhand book breaks down respect for the book and its contents?

It has always been a wonder of wonders that the parent-teacher associations, the mother's clubs, or some civic club in one or more states did not attack the hygienic side of the secondhand schoolbook. Certainly the use of dirty secondhand textbooks runs counter to all school teaching of personal cleanliness and good health practices. How soon the common drinking cup, the roller towel, fled once they got started! Secondhand schoolbooks are picked up hither and yon, from all kinds of homes—from the ratty garret or the water-soaked basement—and still mothers will buy them to save a few cents.

The Truth About School Finance

Charles E. Canup, Spokane, Washington

"What is truth?" asked Pilate and did not wait for an answer. Since that time millions have asked the same question. Perhaps the same millions did not wait for the answer. Yet all have been seekers after truth; all undoubtedly wished to find the answer, even if they did not intend to be guided by the principles involved in the truth of that answer. Furthermore, it is a truism that comparatively

few are alive today who can say, "This is absolutely true," or "That is a fact." Most especially is this true in the field of social relations. The reason for much of this uncertainty seems to be fairly evident. The industrial world has moved so fast during the past few decades that social agencies have been unable to keep pace.

But what has this to do with a table of school

statistics? Simply this: When expenditures overtook and surpassed incomes, people slowly but gradually became aware of a strange phenomenon—the wheels of educational finance. Superintendents, teachers, and others began to look for the truth in regard to the problem of school finance and general taxation; and after much study many people have repeated the words of the notorious Roman official. How-

| CITY | | POPULATION | ASSESSED VAULTION OF THE SCHOOL DISTRICT | AVERAGE DAILY ATTENDANCE | TAXED WEALTH PER CHILDS IN AVERAGE DAILY ATTENDANCE | ASSESSED VALUATION IS WHAT PERCENT OF REAL VALUE | ACTUAL WEALTH PER CHILD IN AVERAGE DAILY ATTENDANCE | BONDED INDEBTEDNESS OF THE SCHOOL DISTRICT | PER CAPITA INDEBTEDNESS | HIGH SCHOOL PUPILS IN AVERAGE DAILY ATTENDANCE | MEN TEACHERS IN HIGH SCHOOL | WOMEN TEACHERS IN HIGH SCHOOL | H. S. TEACHER-LOAD | MAXIMUM SALARY FOR MEN TEACHERS IN HIGH SCHOOL | MAXIMUM SALARY FOR WOMEN TEACHERS IN HIGH SCHOOL | MINIMUM SALARY FOR ALL HIGH SCHOOL TEACHERS | AVERAGE SALARY FOR ALL HIGH SCHOOL TEACHERS |
|------|-------------------|------------|--|--------------------------|---|--|---|--|-------------------------|--|-----------------------------|-------------------------------|--------------------|--|--|---|---|
| 1 | ALLENTOWN | 92,563 | 105,240,395 | 15,534 | 6,800 | 75 | 9,070 | 4,912,500 | 53 | 2,417 | 59 | 30 | 27 | 3,000 | 3,000 | 1,300 | 2,300 |
| 2 | SACRAMENTO | 93,750 | 75,922,937 | 17,094 | 4,935 | 40 | 12,348 | 2,900,000 | 63 | 3,157 | 64 | 79 | 22 | 2,497 | 2,497 | 1,653 | 2,416 |
| 3 | SCHENECTADY | 95,692 | 158,918,342 | 15,972 | 9,949 | 90 | 11,055 | 2,531,300 | 26 | 3,497 | 50 | 106 | 22 | 2,850 | 2,850 | 1,500 | 2,504 |
| 4 | WATERBURY | 99,902 | 170,282,395 | 16,263 | 10,471 | 80 | 13,090 | 16,261,000 | 164 | 4,125 | 69 | 99 | 24 | 2,850 | 2,850 | 1,300 | ? |
| 5 | LOWELL | 100,234 | 112,000,000 | 13,346 | 6,392 | ? | ? | ? | ? | 2,834 | 39 | 70 | 26 | 2,195 | 1,870 | 1,260 | ? |
| 6 | GARY | 100,426 | 122,682,560 | 17,901 | 6,853 | 50 | 13,706 | 3,496,000 | 34 | 4,813 | 34 | 93 | 38 | 2,632 | 2,632 | 1,336 | ? |
| 7 | DULUTH | 101,463 | 65,735,062 | 19,058 | 3,448 | 40 | 8,620 | 3,910,000 | 38 | 3,788 | 136 | 28 | 28 | 2,450 | 2,450 | 1,050 | 1,900 |
| 8 | EVANSVILLE | 102,249 | 117,738,360 | 13,903 | 8,488 | 100 | 8,468 | 2,185,500 | 21 | 3,679 | 46 | 73 | 24 | 2,070 | 2,070 | 1,215 | 1,700 |
| 9 | LYNN | 102,320 | 138,813,680 | 15,322 | 9,214 | 80 | 10,520 | ? | ? | 3,450 | 42 | 76 | 29 | 3,200 | 3,200 | 1,400 | 2,416 |
| 10 | EL PASCO | 102,421 | 96,500,000 | 17,507 | 5,512 | 70 | 7,874 | 2,783,000 | 27 | 3,133 | 23 | 97 | 26 | 1,353 | 1,353 | 819 | 1,200 |
| 11 | SOMERVILLE | 103,908 | 119,798,800 | 15,322 | 7,819 | ? | ? | ? | ? | 2,716 | 43 | 71 | 24 | 3,300 | 3,300 | 1,400 | ? |
| 12 | CANTON | 104,904 | 138,136,650 | 19,973 | 6,911 | ? | ? | 4,496,000 | 52 | 3,724 | 97 | 99 | 20 | 1,912 | 1,912 | 918 | 1,637 |
| 13 | PEORIA | 104,960 | 90,500,000 | 13,755 | 6,580 | 100 | 6530 | 363,000 | 3.50 | 3,282 | 56 | 82 | 24 | ? | ? | ? | 1,788 |
| 14 | KNOXVILLE | 105,802 | 120,000,000 | 17,727 | 6,769 | ? | 8,461 | 2,000,000 | 19 | 2,187 | 36 | 54 | 24 | 1,787 | 1,787 | 1,071 | 1,557 |
| 15 | WILMINGTON | 106,597 | 149,000,000 | 15,540 | 9,652 | 70 | 12,360 | 170,000 | 1.60 | 2,916 | 31 | 72 | 28 | 2,600 | 2,600 | 1,260 | 1,917 |
| 16 | TACOMA | 106,817 | 55,780,370 | 18,508 | 3,014 | 43 | 7,009 | 2,000,000 | 19 | 4,136 | 53 | 74 | 32 | 1,811 | 1,911 | 1,214 | ? |
| 17 | MIAMI | 110,637 | 66,455,079 | 25,901 | 2,566 | 20 | 12,830 | 8,933,000 | 81 | 4,418 | ? | ? | ? | 2,700 | 2,700 | 900 | ? |
| 18 | WICHITA | 111,110 | 115,639,747 | 19,420 | 5,950 | 60 | 9,917 | 2,722,560 | 24 | 3,423 | 50 | 93 | 24 | ? | ? | ? | 2,187 |
| 19 | READING | 111,171 | 171,521,417 | 17,000 | 10,090 | 66-73 | 15,300 | 5,317,432 | 48 | 2,353 | 53 | 43 | 25 | 3,150 | 2,700 | ? | 2,264 |
| 20 | NEW BEDFORD | 112,597 | 116,031,500 | 16,236 | 7,151 | 100 | 7,151 | 8,236,000 | 73 | 2,186 | 32 | 43 | 29 | 2,232 | 2,232 | 1,260 | 1,803 |
| 21 | FORT WAYNE | 114,946 | 147,000,000 | 26,531 | 5,540 | 30 | 18,467 | 3,000,000 | 26 | 6,000 | 70 | 112 | 35 | 2,400 | 2,400 | 1,500 | 1,900 |
| 22 | SPOKANE | 115,514 | 70,822,328 | 18,537 | 3,832 | 44 | 8,682 | 1,137,000 | 9.80 | 5,420 | 87 | 103 | 28 | 1,612 | 1,612 | 967 | 1,555 |
| 23 | ERIE | 115,967 | 120,000,000 | 20,291 | 6,000 | 75 | 8,000 | 5,188,000 | 45 | 3,692 | 52 | 84 | 27 | 2,400 | 2,050 | 1,200 | 2,026 |
| 24 | CAMDEN | 118,700 | 188,116,112 | 19,147 | 9,825 | 80 | 12,256 | 18,067,625 | 152 | 1,929 | 42 | 54 | 20 | 3,500 | 3,500 | 1,500 | ? |
| 25 | KANSAS CITY, KAN. | 121,857 | 101,000,000 | 21,301 | 4,741 | 55 | 9,480 | 1,610,000 | 13 | 7,463 | 80 | 130 | 35 | 1,918 | 1,918 | 1,276 | ? |
| 26 | TRENTON | 123,356 | 180,276,175 | 18,441 | 9,723 | 100 | 9,723 | 6,864,643 | 56 | 2,647 | 89 | 89 | 30 | 3,800 | 3,800 | 1,800 | 2,653 |
| 27 | ALBANY | 127,412 | 246,000,000 | 13,189 | 11,069 | 72 | 15,373 | 5,579,650 | 44 | 2,477 | 54 | 126 | 13 | 2,300 | 2,300 | 1,500 | 2,200 |
| 28 | JACKSONVILLE | 129,549 | 67,681,273 | 27,508 | 2,459 | 50 | 4,918 | 4,458,500 | 34 | 3,926 | 39 | 92 | 29 | ? | ? | ? | 1,131 |
| 29 | PATERSON | 138,513 | 200,000,000 | 23,941 | 8,351 | 77 | 11,135 | 31,331,264 | 53 | 5,815 | 95 | 119 | 22 | 4,200 | 4,200 | 2,000 | ? |
| 30 | SALT LAKE CITY | 140,267 | 154,902,063 | 31,019 | 4,997 | 50 | 9,994 | 4,028,000 | 29 | 5,113 | 61 | 99 | 32 | 2,076 | 2,076 | 810 | 1,676 |
| 31 | TULSA | 141,258 | 115,236,395 | 23,166 | 4,480 | 50 | 8,960 | 4,223,194 | 30 | 3,719 | 86 | 215 | 29 | 2,107 | 2,083 | 1,242 | 1,938 |
| 32 | LONG BEACH | 142,032 | 153,153,125 | 23,378 | 6,508 | 40 | 16,270 | 7,247,999 | 51 | 5,040 | 225 | 22 | 22 | 3,000 | 3,000 | 1,900 | ? |
| 33 | DES MOINES | 142,359 | 141,992,402 | 28,467 | 4,988 | 60 | 8,313 | 7,721,000 | 54 | 3,469 | 57 | 91 | 39 | 2,310 | 2,310 | 1,000 | 1,823 |
| 34 | BRIDGEPORT | 146,716 | ? | 24,838 | ? | ? | ? | ? | ? | 5,427 | 50 | 127 | 30 | 3,100 | 3,100 | 1,200 | 2,615 |
| 35 | SAN DIEGO | 147,005 | 101,308,690 | 25,245 | 4,013 | 40 | 10,032 | 4,816,375 | 32 | 4,972 | 53 | 82 | 34 | 2,161 | 2,161 | 1,282 | 2,032 |
| 36 | NASHVILLE | 153,866 | 158,696,788 | 24,862 | 6,383 | 100 | 6,383 | 1,225,000 | 8 | 3,092 | 19 | 82 | 30 | ? | ? | ? | 1,667 |
| 37 | FLINT | 156,492 | 172,084,750 | 29,221 | 6,000 | 70 | 8,571 | 8,057,000 | 51 | 4,892 | 61 | 97 | 31 | 1,872 | 1,872 | 1,026 | 1,467 |
| 38 | NEW HAVEN | 162,655 | 310,169,777 | 32,183 | 9,634 | 100 | 9,634 | 490,000 | 3 | 7,011 | 89 | 155 | 29 | 2,900 | 2,400 | 1,300 | 2,415 |
| 39 | GRAND RAPIDS | 168,592 | 189,163,723 | 20,999 | 9,051 | 80 | 11,414 | 3,979,863 | 24 | 4,329 | ? | ? | ? | 1,750 | 1,750 | 1,100 | 1,505 |
| 40 | RICHMOND | 182,929 | ? | 31,542 | ? | 87 | ? | 6,184,438 | 34 | 5,483 | 59 | 166 | 24 | 2,001 | 2,001 | 1,000 | ? |
| 41 | OKLAHOMA CITY | 185,389 | 117,122,222 | 30,084 | 3,693 | ? | 7,786 | 6,695,769 | 36 | 4,880 | 46 | 113 | 30 | 2,700 | 2,700 | 1,000 | 1,658 |
| 42 | WORCESTER | 195,311 | * | 32,554 | ? | ? | ? | ? | ? | 6,742 | 139 | 140 | 24 | 3,350 | 2,750 | 1,500 | ? |
| 43 | DAYTON | 200,982 | 310,000,000 | 31,567 | 9,820 | 100 | 9,820 | 8,107,445 | 40 | 10,817 | 568 | 15 | 15 | 2,655 | 2,655 | 1,350 | 1,872 |
| 44 | SYRACUSE | 209,326 | 380,000,000 | 33,012 | 11,511 | 90 | 12,790 | 9,000,000 | 43 | 7,858 | 212 | 335 | 17 | 2,400 | 2,400 | 1,600 | 2,100 |
| 45 | OMAHA | 214,006 | 236,763,894 | 36,407 | 6,500 | 80 | 8,125 | 8,351,626 | 39 | 9,740 | 95 | 275 | 26 | 1,800 | 1,800 | 890 | 1,650 |
| 46 | SAN ANTONIO | 231,542 | 208,000,000 | 34,451 | 6,040 | 75 | 8,053 | 7,226,000 | 31 | 5,155 | 63 | 188 | 21 | 1,401 | 1,401 | 540 | 882 |
| 47 | PROVIDENCE | 252,981 | 684,881,054 | 40,415 | 16,946 | 100 | 16,946 | 14,200,000 | 56 | 5,899 | 108 | 182 | 20 | 2,919 | 2,388 | 1,400 | 2,409 |
| 48 | MEMPHIS | 253,143 | 280,000,000 | 23,640 | 11,850 | 66-73 | 18,110 | 6,000,000 | 23 | 7,388 | 55 | 169 | 33 | 1,750 | 1,750 | 1,200 | ? |
| 49 | BIRMINGHAM | 259,678 | 175,300,000 | 43,786 | 4,003 | 60 | 6,682 | 19,966,000 | 38 | 9,101 | 125 | 260 | 23 | 1,822 | 1,822 | 1,012 | 1,670 |
| 50 | DALLAS | 260,475 | 296,994,275 | 40,844 | 7,271 | 45 | 16,158 | 7,564,000 | 29 | 10,376 | 144 | 254 | 26 | 2,700 | 2,700 | 1,404 | 1,864 |
| 51 | ST. PAUL | 271,606 | 503,219,882 | 38,596 | 13,037 | 40 | 32,502 | 42,805,000 | 15 | 7,637 | 100 | 225 | 23 | 2,115 | 2,115 | 1,350 | 1,990 |
| 52 | OAKLAND | 284,063 | 236,235,089 | 48,502 | 4,740 | ? | ? | 11,620,000 | 41 | 12,225 | 157 | 310 | 26 | 2,412 | 2,412 | 1,488 | 2,333 |
| 53 | DENVER | 287,861 | 349,125,460 | 43,907 | 7,951 | ? | 9,940 | ? | ? | 8,336 | 107 | 202 | 26 | 2,464 | 2,464 | 1,200 | 2,165 |
| 54 | TOLEDO | 290,718 | 404,544,690 | 43,641 | 9,267 | 90 | 11,584 | 13,835,000 | 48 | 10,510 | 53 | 316 | 29 | 2,790 | 2,790 | 1,580 | 2,680 |
| 55 | HOUSTON | 292,352 | 309,673,640 | 49,090 | 6,308 | 50 | 12,616 | 11,443,500 | 40 | 8,206 | 96 | 211 | 28 | 2,160 | 2,160 | 1,400 | 1,800 |
| 56 | PORTLAND | 301,515 | 298,770,780 | 47,078 | 6,346 | 50 | 12,690 | 9,211,923 | 30 | 14,270 | | | | | | | |

ever, the search for truth has resulted in the accumulation of much data which may lead the student of educational finance to make his own observations and deductions concerning this controversial subject.

The direct purpose of this study was to compare School District No. 81, Spokane, Washington, to each of the next twenty smaller cities and to each of the next twenty larger cities. Some work had previously been done, but I felt that a mere comparison of population, teachers' salaries, daily attendance, etc., was inadequate and unscientific. Of what value is a comparison unless you have the entire picture of each school district? Did not many items enter into

the ability or the willingness of a community to give its children an adequate education? Could a community offer the proper educational facilities when the teachers of that education were given a bare livelihood?

With these thoughts in mind a questionnaire was prepared. It contained every item deemed necessary for a complete comparison of educational facilities in the various communities. A glance at the adjoining table will give some idea of the nature of these items. (One item, Per-Capita Wealth of the District, could not be obtained.) After preparing the questionnaire, I sent it to the 96 largest cities in the United States beginning with Allentown, Pennsylvania

(92,563). The school superintendents in about 80 per cent of these cities coöperated in sending partial or complete information. A glance at the list of cities responding indicates that every section of the country is represented. A slight knowledge of geographical and industrial conditions further discloses that among the responding cities are seaports, industrial centers, agricultural centers of distribution, mining metropolises, progressive and nonprogressive communities.

It cannot be said, then, that the information received was local in character. Differences in size of school district, diversity of occupation,

(Concluded on Page 81)

| AVERAGE DAILY ATTENDANCE IN JUNIOR HIGH SCHOOL | MEN TEACHERS IN JUNIOR HIGH SCHOOL | WOMEN TEACHERS IN JUNIOR HIGH SCHOOL | TEACHER-LOAD IN JUNIOR HIGH SCHOOL | MAXIMUM SALARY FOR JUNIOR HIGH SCHOOL | MINIMUM SALARY FOR JUNIOR HIGH SCHOOL | AVERAGE SALARY FOR ALL TEACHERS IN JUNIOR HIGH SCHOOL | AVERAGE DAILY ATTENDANCE IN ELEMENTARY SCHOOL | MEN TEACHERS IN ELEMENTARY SCHOOL | WOMEN TEACHERS IN ELEMENTARY SCHOOL | TEACHER-LOAD IN ELEMENTARY SCHOOL | MAXIMUM SALARY FOR MEN TEACHERS IN ELEMENTARY SCHOOLS | MAXIMUM SALARY FOR WOMEN TEACHERS IN ELEMENTARY SCHOOLS | MINIMUM SALARY FOR ALL TEACHERS IN ELEMENTARY SCHOOLS | AVERAGE SALARY FOR ALL TEACHERS IN ELEMENTARY SCHOOLS | TOTAL SCHOOL BUDGET FOR 1932-1933 | PER CAPITA COST OF HIGH SCHOOL PUPILS | PER CAPITA COST OF JR. H. S. PUPILS | PER CAPITA COST OF ELEMENTARY S. PUPILS | ACTUAL TEACHING DAYS 1932-1933 | ACTUAL TEACHING DAYS 1933-1934 | MILLAGE FOR COST OF OPERATION | MILLAGE FOR BOND RETIREMENT | AREA OF DISTRICT IN SQUARE MILES | DENSITY OF POPULATION | CITY INDEX NUMBER | |
|--|------------------------------------|--------------------------------------|------------------------------------|---------------------------------------|---------------------------------------|---|---|-----------------------------------|-------------------------------------|-----------------------------------|---|---|---|---|-----------------------------------|---------------------------------------|-------------------------------------|---|--------------------------------|--------------------------------|-------------------------------|-----------------------------|----------------------------------|-----------------------|-------------------|----|
| 4312 | 64 | 89 | 20 | 3000 | 1300 | 1800 | 8805 | 8 | 276 | 31 | 2800 | 2800 | 1000 | 1600 | 1915839 | 101 | 70 | 67 | 190 | 192 | 9.8 | 2.9 | 11.41 | 8112 | 1 | |
| 2833 | 23 | 131 | 26 | 2497 | 1596 | 2279 | 8299 | 5 | 259 | 26 | 1881 | 1881 | 1390 | 1842 | 2176644 | 104 | 146 | 95 | 182 | 186 | 10.2 | 2.6 | 13.71 | 6638 | 2 | |
| 4012 | 38 | 147 | 21 | 2725 | 1400 | 2220 | 8013 | 5 | 278 | 28 | 2500 | 2500 | 1100 | 2051 | 2212492 | 135 | 160 | 124 | 172 | 176 | 7.7 | 2.2 | 10.35 | 9245 | 3 | |
| 2651 | 9 | 93 | 26 | 1657 | 1305 | 1657 | 12138 | 13 | 263 | 32 | 2850 | 2250 | 1000 | 1000 | 1602626 | 126 | 61 | 66 | 179 | 183 | ? | ? | 28.10 | 3555 | 4 | |
| ? | 26 | 45 | ? | 2308 | 1400 | ? | 13089 | 35 | 294 | 39 | 1944 | 1445 | 810 | ? | 1031500 | ? | ? | 73 | 173 | 173 | 8.8 | 1.2 | 13.38 | 7491 | 5 | |
| 4038 | ? | 59 | 25 | 2100 | 2100 | 1592 | 11232 | 351 | ? | 32 | 2300 | 2300 | 800 | 1517 | 2247410 | 98 | 103 | 89 | 176 | 185 | 26.2 | 7.5 | 62.34 | 1627 | 6 | |
| 3803 | 33 | 102 | 28 | 2000 | 2600 | 2014 | 10074 | 19 | 279 | 34 | 1620 | 1620 | 810 | 1390 | 1306382 | 112 | 84 | 73 | 173 | 185 | 6.5 | 1.8 | 8.71 | 11739 | 7 | |
| 3802 | 46 | 114 | 24 | 1900 | 1900 | 1200 | 8069 | 3 | 242 | 33 | 2500 | 2500 | 1000 | 1730 | 1461713 | 108 | 91 | 69 | 178 | 185 | ? | ? | 10.5 | 9745 | 8 | |
| 2545 | ? | ? | 28 | 1912 | 1912 | 918 | 13641 | 5 | 415 | 32 | 1211 | 1211 | 676 | 940 | 860000 | 80 | ? | 51 | 170 | 175 | 5.1 | 2.3 | 13.50 | 7586 | 9 | |
| 1373 | 14 | 39 | 26 | ? | ? | ? | 7738 | 1 | 267 | 29 | 1700 | 1700 | 1200 | ? | 1260082 | 102 | 94 | 72 | 172 | 178 | ? | ? | 3.90 | 26643 | 10 | |
| 2458 | 20 | 70 | 27 | 1785 | 1785 | 1071 | 13704 | 5 | 412 | 28 | 1377 | 1377 | 810 | 1232 | 1884345 | ? | ? | ? | 174 | 176 | 7.7 | 4.4 | 13.62 | 7702 | 11 | |
| 4464 | 33 | 117 | 30 | 2340 | 2340 | 1125 | 9100 | 9 | 263 | 33 | ? | ? | ? | 1357 | 1290000 | 103 | 81 | 65 | 186 | 187 | 10.7 | 2.19 | 12.28 | 8548 | 12 | |
| 4786 | 33 | 124 | 30 | 1811 | 1811 | 1177 | 13082 | 18 | 409 | 30 | 1377 | 1377 | 800 | 1077 | 987024 | ? | ? | ? | ? | ? | 4.5 | ? | 26.40 | 4007 | 13 | |
| 4688 | ? | ? | ? | 2700 | 2700 | 900 | 8160 | 13 | 234 | 31 | 2025 | 2025 | 1000 | 1631 | 1585000 | 99 | 98 | 80 | 184 | 185 | 7.5 | 0 | 7.19 | 14825 | 14 | |
| 4446 | 36 | 124 | 28 | ? | ? | 1863 | 9586 | 5 | 283 | 33 | 2064 | 2064 | 1083 | ? | 1633925 | 78 | 78 | 69 | 180 | 180 | 10.5 | 5.4 | 46.35 | 2304 | 15 | |
| 4478 | 60 | 96 | 29 | 2500 | 2300 | ? | 1891 | 1 | 284 | 35 | 2200 | 2200 | ? | 1674 | 2784166 | 116 | 95 | 79 | 195 | 195 | 9.9 | 2.0 | 9.52 | 11577 | 16 | |
| 2500 | 27 | 66 | 27 | 1908 | 1908 | 1098 | 11550 | 4 | 373 | 30 | 1584 | 1584 | 900 | 1280 | 1200000 | 74 | 68 | 56 | 187 | ? | ? | ? | 18.99 | 5929 | 19 | |
| 3000 | 26 | 96 | 25 | 1850 | 1850 | 1400 | 17531 | 2 | 339 | 37 | 1650 | 1650 | 1200 | 1450 | 1853712 | 115 | 81 | 81 | 190 | 190 | ? | 3.0 | 17.19 | 6686 | 20 | |
| 961 | 14 | 17 | 29 | 1612 | 1612 | 1162 | 12551 | 6 | 392 | 29 | 1612 | 1612 | 892 | 1348 | 1611471 | 91 | 89 | 75 | 181 | 180 | 10.5 | 2.1 | 40.37 | 2861 | 21 | |
| 5011 | 45 | 134 | 28 | 2050 | 1100 | 2026 | 9622 | 0 | 283 | 34 | 1800 | 1800 | 1000 | 1747 | 2541000 | 101 | 102 | 69 | 190 | 190 | 13.5 | 13.5 | 19.25 | 6024 | 22 | |
| 2615 | 35 | 52 | 30 | 2800 | 2800 | 1500 | 14602 | 25 | 487 | 28 | 2600 | 2600 | 1400 | ? | 2109503 | 124 | 110 | 84 | 189 | 189 | 4.9 | 5.1 | 7.70 | 15415 | 23 | |
| 4556 | 178 | ? | 22 | 3200 | 3200 | 2067 | 13838 | 3 | 359 | 38 | 1367 | 1367 | 918 | ? | 1600000 | 59 | 67 | 99 | 177 | 178 | 12.9 | 3.1 | 20.46 | 5955 | 24 | |
| 3707 | 102 | 29 | 29 | 3200 | 1500 | 2067 | 11338 | 15 | 364 | 33 | 2400 | 2400 | 1100 | 1679 | 2347448 | 137 | 127 | 92 | 191 | 191 | 6.9 | ? | 7.23 | 17061 | 25 | |
| 4188 | 27 | 131 | 27 | ? | ? | 1008 | 7005 | 1 | 455 | 18 | 2100 | 2100 | 1300 | 1900 | 1941068 | 167 | 167 | 132 | 192 | 197 | ? | ? | 18.87 | 6752 | 26 | |
| 5788 | 57 | 139 | 28 | 1956 | 1956 | 810 | 19394 | 1 | ? | ? | ? | ? | ? | ? | 1470030 | 47 | 47 | 47 | 160 | 160 | 10.5 | 5.5 | 26.38 | 4910 | 27 | |
| 5105 | ? | ? | ? | ? | ? | ? | 18131 | ? | ? | ? | 2800 | 2800 | 1200 | ? | 2996845 | 112 | ? | 95 | 193 | 194 | 3.4 | ? | 8.06 | 17185 | 28 | |
| 5921 | 255 | ? | 23 | 3000 | 1600 | ? | 20137 | 3 | 543 | 37 | 1890 | 1890 | 810 | 1313 | 2600820 | 91 | 78 | 60 | 178 | 180 | 9.5 | ? | 52.04 | 2695 | 29 | |
| 5092 | 44 | 112 | 32 | 2310 | 1200 | 1607 | 14342 | 29 | 370 | 35 | 1964 | 1729 | 1159 | 1584 | 1870275 | 101 | 87 | 73 | 180 | 181 | 12.9 | 6.3 | 21.60 | 6539 | 30 | |
| 2729 | 25 | 83 | 25 | 3100 | 1200 | 2219 | 11230 | 11 | 340 | 34 | 2450 | 2450 | 1350 | ? | 4054124 | 177 | ? | 135 | ? | ? | ? | ? | ? | 29.29 | 4848 | 31 |
| 5619 | 52 | 141 | 23 | 2161 | 1282 | 1898 | 14202 | 4 | 430 | 32 | 2175 | 2175 | 814 | 1595 | 2496256 | 83 | 83 | 83 | 180 | 132 | 18.9 | ? | ? | 54.0 | 2640 | 32 |
| 1817 | 21 | 169 | 39 | ? | ? | 1392 | 16682 | 4 | 504 | 32 | 3100 | 3100 | 1000 | 1765 | 2449806 | 101 | 93 | 72 | 183 | 180 | ? | ? | 14.64 | 10021 | 33 | |
| 6365 | 58 | 147 | 31 | 1831 | 900 | 1450 | 14654 | 14 | 373 | 37 | 2161 | 2161 | 1200 | 1707 | 2681780 | 101 | 101 | 101 | 181 | 180 | 7.1 | 4.7 | 93.64 | 1580 | 34 | |
| 4469 | 27 | 158 | 24 | 2100 | 1200 | ? | 19953 | 42 | 326 | 39 | ? | ? | ? | 1392 | 1226930 | 81 | 43 | 43 | 187 | 189 | 2.5 | 4.2 | 25.97 | 5924 | 35 | |
| 5517 | ? | ? | ? | ? | ? | ? | 17634 | 0 | 515 | 34 | 1548 | 1548 | 769 | 1197 | 3302685 | 72 | 68 | 53 | 169 | 169 | 7.4 | 5.9 | 29.67 | 5274 | 36 | |
| 4192 | 16 | 150 | 25 | 1892 | 1000 | ? | 20702 | 34 | 524 | 37 | 1950 | 1950 | 1000 | 1831 | 3458984 | 95 | 98 | 80 | 188 | 187 | 10.7 | ? | 17.91 | 9081 | 37 | |
| 6516 | 64 | 140 | 31 | 2700 | 1000 | 1272 | 11053 | ? | ? | ? | 1400 | 1400 | 950 | 1257 | 1861756 | 95 | 90 | 82 | 189 | 180 | 8.5 | 3.0 | 23.02 | 7324 | 38 | |
| 2194 | 29 | 67 | 23 | 2550 | 1400 | ? | 20402 | 21 | 622 | ? | 1620 | 1620 | 1000 | ? | ? | 84 | 78 | 63 | 180 | 180 | 7.5 | ? | 24.0 | 7622 | 39 | |
| ? | ? | ? | ? | ? | ? | ? | 18689 | 2 | 547 | 34 | 2700 | 2700 | 1000 | 1223 | 2043745 | 56 | 56 | 56 | 176 | 176 | 13.2 | 5.9 | 30.35 | 6108 | 40 | |
| ? | ? | ? | ? | ? | ? | ? | 23617 | 7 | 716 | 32 | 2000 | 2000 | 1200 | ? | 2726288 | 114 | 114 | 74 | 186 | 185 | ? | ? | 37.20 | 5250 | 41 | |
| ? | 125 | ? | ? | 2340 | 990 | 1341 | 18687 | 274 | ? | 68 | 2070 | 2070 | 990 | 1341 | 2718538 | 67 | 67 | 63 | 151 | 178 | 6.8 | 2.4 | 18.13 | 11085 | 42 | |
| ? | ? | ? | ? | 2400 | 1600 | 2100 | 25154 | 508 | ? | 49 | 2000 | 2000 | 1200 | 1600 | 3666000 | 98.70 | ? | 186 | 186 | ? | ? | ? | ? | 25.34 | 8260 | 43 |
| 7177 | 47 | 244 | 24 | 1401 | 540 | 1016 | 26666 | 2 | 719 | 36 | 1590 | 1590 | 820 | 1450 | 3617850 | 155 | ? | 100 | 177 | 177 | 9.9 | 3.1 | 39.10 | 5473 | 44 | |
| 9174 | 99 | 296 | 33 | 1959 | 1200 | ? | 22119 | 5 | 666 | 32 | 1401 | 1401 | 540 | 948 | 2774550 | 64 | 58 | 38 | 176 | 177 | 6.6 | 3.4 | 35.72 | 6482 | 45 | |
| 5104 | 23 | 114 | 37 | 1500 | 1500 | 850 | 24005 | 26 | 830 | 30 | 1624 | 1624 | 1000 | ? | 4206787 | 148 | 113 | 125 | 183 | 184 | 6.3 | 1.3 | 17.83 | 14188 | 46 | |
| ? | ? | ? | ? | ? | ? | ? | 11488 | 26 | 685 | 16 | 1503 | 1500 | 850 | ? | 2500000 | 50.61 | ? | ? | 180 | 180 | ? | ? | ? | 45.67 | 5542 | 47 |
| 493 | 3 | 14 | 29 | 2000 | 1206 | 1462 | 34685 | 41 | 831 | 39 | 1822 | 1822 | 810 | 1290 | 2162445 | 78 | ? | 41 | 182 | 181 | 6.5 | 6.5 | 50.26 | 5166 | 48 | |
| 6226 | 38 | 151 | 32 | 2115 | 1 | | | | | | | | | | | | | | | | | | | | | |

School-Board Members Who *are* Making Educational History

ERSKINE RAMSAY

President, Board of Education,
Birmingham, Alabama

In 1922 Mr. Erskine Ramsay, a prominent industrialist and philanthropist, was appointed by the city commission to the Birmingham board of education. He was elected soon as its president. In 1927 and again in 1932 he was reappointed and is now in his twelfth year of continuous service, the longest on record in Birmingham for a board president.

Mr. Ramsay's early educational and practical training in Pennsylvania mining towns under his Scotch parents, his later experience in a Pennsylvania coke industry, and nearly a half century as a leader in the industrial life of the Birmingham district have provided him with qualities seldom surpassed in school-board members.



MR. ERSKINE RAMSAY
Exceptional School-Board President,
Birmingham, Alabama,
1922-1934.

Among the many gifts of his money and of his time which have endeared Mr. Ramsay in the hearts of his Birmingham friends may be mentioned:

1. \$100,000 each given to five Alabama colleges.
2. \$15,000 to a Presbyterian Orphans' Home in Talladega, Alabama.
3. Baptismal fonts to two Birmingham churches.
4. Savings accounts of \$100 each to children who were his namesakes in 1920.
5. Gifts to the Birmingham public schools: (a) \$12,500 toward the Woodlawn High School Stadium, 1929; (b) \$1,500 for band instruments in 1926-27; (c) \$500 in prizes of cleaner-school contest in 1925-26 and 1927-28; (d) \$500 to Ensley High School art department for pottery kiln in 1930; (e) a silver loving cup as sportsmanship trophy for high schools in 1924-25; (f) \$65,000 to the town of Mt. Pleasant, Pa., for the Ramsay High School.

His experience as an engineer, his Scotch thrift, and his love for humanity have been constantly reflected in his leadership of the Birmingham public schools during two \$3,500,000 building programs and during the succeeding years of depression. The attractive and substantial school buildings erected under 64 projects, the full school term, the prompt payment of all obligations of the board and consistently keeping within the budget throughout the depression, and the recent 8-to-1 vote of the citizens for the renewal of a 1½-mill school

The contribution made by leaders in the field of school administration was never more intense and at the same time more gratifying than it is at the present time. Those who head the board of education, though, are usually identified in an intimate way with the economic, civic, and social activities of their respective communities.

Thus, they are also exposed to the influences which at times batter their opposition to the cause of popular education in the guise of economy and retrenchments which are retrogressive in spirit and harmful in fact. The country must, in the stress and storm of a disturbed condition, look to these leaders for that calm steadfastness and guidance so essential to the school administrative service.

The biographical sketches here presented were in every instance prepared by writers who were in close contact with their subjects. They have lifted into view the true merits of the persons here discussed and thus provide a series of character studies well worthy the attention of the American school public.

tax are tangible evidence that the Birmingham board has at its head a leader whose first concern is for the youth of the city and whose position before the citizens is one of confidence and love.

MR. FRED H. SMITH

President, Board of Education,
Rockford, Illinois

The city of Rockford believes itself fortunate in having as president of its board of education a man who stands high in the legal profession and is recognized by the community as a wise counselor. He has an extensive practice, but one that seldom takes him to court on a litigated matter.

Two mayors of Rockford have selected Fred H. Smith for the presidency of the board of education. Mr. Smith's first term of office was from 1914 to 1917. At that time, the educational policy was that of expansion. Salaries were increased. A school dentist, school physician, and a school nurse were employed for the first time. New subjects, such as manual training, domestic science, and art, were introduced. A music supervisor was employed.

It was fortunate that a man with this perspective, as well as a man who commands the respect of the community, was called again to head the school board in 1933, when the schools were facing a situation of retrenchment.

Mr. Smith, a quiet unassuming man, has qualities which make him a sterling president



MR. FRED H. SMITH
President, Board of Education,
Rockford, Illinois.

of the board of education. He believes in the utter absolute independence of the board of education from political control. His decision and position on all school matters are merely the expression of his convictions as to what he considers to be for the welfare of the children and young people attending the public schools.

MR. J. E. LYNN

Member, Board of Education,
Sacramento, California

Mr. Lynn, a member of the Sacramento board of education, has given splendid service to the schools of the city. He became a member of the board on July 6, 1921, and has served



MR. J. E. LYNN
Member, Board of Education,
Sacramento, California.

to date, thirteen years. He was recently appointed for a new five-year term, which will make his service at least fifteen years and undoubtedly more.

The board of education of the city of Sacramento is an appointive board. Under the City-Manager Charter the board is appointed by the city council to serve five-year terms, one going out at the end of each year. The city council has been very fortunate in getting splendid men and women to serve on the school board, and has been careful in its appointments to pick men and women who will give generously of their time to the schools. Under the charter, not more than three can be of one sex. So far the board has been composed of three men and two women.

Mr. Lynn, because of his service on the board, has been able to know the schools well and has contributed much to their efficiency. He has been president of the board four different times during his years of service, the board having a policy to pass the presidency around, that is, a new president goes into office each year. Our board has no committees, except the committee of the whole, and a finance committee, which consists of all the members with a chairman. Mr. Lynn has been chairman of the finance committee for some time.

Personally, Mr. Lynn is a wide-awake business man. He with his partner of the firm of Lynn and O'Neil own twelve grocery stores scattered throughout the city. Mr. Lynn is active in the business life of the city, is called upon to take part in public leadership, is a member of the Chamber of Commerce, a past president and very active in the Rotary Club, a past exalted ruler and active in the Elks Club. Like all very busy men who must meet many

serious private business problems, he is called upon to help solve public business problems, as well as public social problems, and still he finds time to devote much attention to the schools of the city.

Mr. Lynn's clear thinking and fine judgment give the people of our city confidence in him as an efficient school-board member.

R. S. MENEFEE
President, Board of Education,
San Antonio, Texas

The qualifications, which elevated Mr. Menefee to the presidency of the San Antonio Board of Education, included not only a sincere



MR. R. S. MENEFEE
President, Board of Education,
San Antonio, Texas.

concern in the public schools, but also an affirmative stand on all that made for the efficiency and progress. He is known to be a clear thinker, has an indomitable will and forges ahead with his program regardless of selfish interests, which have at times bombarded him from all sides. His program is to get the most of the dollar for the children of San Antonio.

MRS. M. P. SUMMERS
Member, Board of Education,
Sioux City, Iowa

Mrs. Summers is now serving her third term (term — three years) as a member of the Sioux City, Iowa, board of education. Her ability and interests in education are attested to by honors received and positions held in various organizations constituting a part of our general educational set-up.

Mrs. Summers has been actively engaged in parent-teacher work for many years; two years as state chairman of the American Citizenship Committee of the Iowa Congress of Parents and Teachers, two years as president of the Smith School Parent-Teacher Association, four years as president of the Northwest District, Iowa Congress of Parents and Teachers, four years as president of the Iowa Congress, and also editor of the *Iowa Parent-Teacher*. At the present time, she is the seventh vice-president and director of health of the National Congress. She holds a life membership in that organization.

Mrs. Summers was appointed by the governor, a member of the Iowa White House Conference Planning Commission and served as vice-chairman. She was one of the five delegates appointed by the governor to attend the White House Conference in Washington, D. C. Her interest in adult education is manifested by her activities as a member of the Iowa Commission



MRS. M. P. SUMMERS
Member, Board of Education,
Sioux City, Iowa.

for the Enrichment of Adult Life and the Iowa Illiteracy Commission. She is regional consultant of the joint commission on the Emergency in Education, and a member of the Advisory Committee for the American Association of Visiting Teachers.

Mrs. Summers is intensely interested in all phases of recreational and health work and heads the committee of the board of education in charge of the Sioux City Recreation Department. She is an accredited Camp-Fire leader.

LEWIS H. EASTERLY
Secretary, Board of Education, District
No. 10, Gunnison County,
Gunnison, Colorado

Mr. Easterly, secretary of the Fairview School Board in Gunnison County, has a very unusual record for long-time service. Mr. Easterly was first elected to the school board at Fairview in May, 1882. He has held the position of secretary of the board consecutively for 52 years, and was, on May 7, reelected for a period of three more years. This will give him a 55-year period of continuous service, during which time he has been instrumental in maintaining a fine school program.



MR. LEWIS H. EASTERLY
Secretary, Board of Education,
Gunnison, Colorado.

Mr. Easterly, who is a successful cattle rancher in the fertile Ohio Creek Valley in the famous Gunnison cattle country, has had many varied experiences in his long and useful life. He was born near Murphysboro, Illinois, in 1852. When he was still a small boy, he accompanied the Union army with his uncle, David W. Jones, to Cairo, Illinois, in 1861. He experienced gunfire and actual combat in the battles of Shiloh, Edwardsville, and Saratoga Springs. He carried water to the wounded in the field hospitals and was a fifer with the organization. Mr. Easterly is the youngest living Union soldier, having originally enrolled at the early age of nine.

After the Civil War, Mr. Easterly moved to Douglas County, Colorado, September, 1878. He had been teaching school in Illinois, also at Monument, Colorado, Rich Valley, and other places in Douglas County. His Indian running on the eastern plains of Colorado; his experiences as a freighter and teamster through the mountainous sections of Colorado; and his experiences in early Gunnison and other mining camps of the 80's provide a very rich and interesting background of experience.

Mr. Easterly has a very clear memory of his youth and young manhood, and has seen Colorado grow from a very young state into one of the great commonwealths of the Union. He continues to interest himself in education, school-board problems, and in pioneer history. He is hale and hearty, and, at the age of 82, vigorous and enthusiastic for the annual national convention of Civil War Veterans.

JAMES H. ROWLAND
President, Caddo Parish School Board,
Shreveport, Louisiana

Mr. Rowland is serving his tenth year as member, and his sixth year as president of the Caddo Parish (county) school board, whose executive offices are located at Shreveport, Louisiana.



MR. JAMES H. ROWLAND
President, Caddo Parish School Board,
Shreveport, Louisiana.

He is prominently identified with the civic and social movements of his community and state. His extended business experience has proved a valuable asset to the school interests. He brought the school system to the close of the present year without any debt. Shreveport is proud of the fact that ample school facilities have been provided on a cash basis and without bond issues. The harmony which prevails in the board and the loyal support which the public accords testify to the confidence and popularity he enjoys.

Comparing Costs for High School and Elementary School

Francis G. Cornell, Assistant Professor, Teachers College, Columbia University

An important aspect of financial control in the individual school district has been associated with the higher costs for the education of high-school pupils as compared to costs for elementary-school pupils. In facing issues of forced economy many school officials have sought to justify higher costs in high schools in terms of basic causes and to determine a fair level at which to maintain the cost differences which exist between the two instructional levels.

This problem has been encountered also in connection with the distribution of state aid to local districts. How much more state money should be granted a district having 200 high-school pupils out of a total enrollment of 600 than another district with like financial ability having 100 in high school out of a total of 600? If the state school-finance program is actually to equalize educational opportunity on the basis of true need, one would certainly not expect the two districts to receive the same amounts.

A satisfactory solution to this problem has been reached in states which distribute aid on the classroom-unit basis.¹ Among such states the total weighting given to high-school classroom units over elementary classroom units varies from 1.00, or no differentiation, to 1.91, almost a double weighting.

Elements in Higher Costs for High Schools

There are two fundamental factors which account for the cost differential between high school and elementary school. In the first place, the high-school class has been traditionally smaller in the United States than the grade-school class. Moreover, the current expense for a given number of classes offering the type of secondary-school program which communities have come to demand is greater than the current expense for the same number of conventional elementary units. This is true largely because of the differences between high-school and elementary-school teachers' salaries.

The determination of true optimum class size in high schools and in the grades would involve an inclusive and detailed research and one closely allied to developments in educational theory and practice. Such a thoroughgoing study would be necessary to settle the matter of ideally justifiable differences between the two instructional levels in pupil-teacher ratios. There has been controversy over whether or not high-school teachers' salaries should be more than elementary teachers' salaries. Some entertain the point of view, and with some reason, that a teacher should be as well trained and should command as high a salary for doing a first-class job in the second grade as for a similar high quality of teaching in the high school. Even under such a plan the salaries of high-school teachers would be higher, on the average, until and unless the average training of elementary teachers reaches that of high-school teachers. However, the ratio of high-school salaries to elementary-school salaries has decreased over the past two decades and may continue to decrease.

It is the purpose here to present standards for the relative costs per pupil for high schools and elementary schools. These standards are based upon the most practical criterion avail-

able, the average of practice in different-sized schools throughout the United States.

Pupil-Cost Ratio for Large High Schools

It was found in the National Survey of School Finance² that elementary schools of more than 290 pupils in average daily attendance have an average of 29 pupils per teacher. It was found, further, that for large high schools, approaching an attendance of over 700, the pupil-teacher ratio is 22.

Expressed another way, large high schools require 1/22 teacher per pupil in average daily attendance; large elementary schools, 1/29 teacher per pupil. It may be seen, then, that for school districts with large enrollments the portion of a teacher's time allotted to one pupil is 1/22 divided by 1/29 or 1.32 times as great in the high school as in the elementary school. This may be interpreted, further, as meaning that for a given number of pupils, 1.32 times as many teachers are required for instruction in secondary schools as are required in elementary schools.

This alone, however, does not account for the total difference found in current practice in the United States between high-school and elementary-school pupil-costs. It is commonly known that over and above the differences in cost between the two instructional levels due to differences in class size,³ there is a tendency for high-school classes to cost more than elementary classes. High-school teachers' salaries are generally higher than those of grade teachers. Other instructional costs also are commonly higher on the secondary level. It has been shown that for any school district, the ratio of current expense for high-school instruction to total current expense for elementary instruction is, for the average, equivalent to the ratio of amounts paid for high-school teachers' salaries to the amounts paid for elementary teachers' salaries.

The figure of 1.29, representing this ratio for the country at large, is taken here, as in the National Survey of School Finance,⁴ for the correction factor accounting for differences in classroom-unit instructional costs on the two levels.

With, then, a cost 1.32 times as great for high schools because of pupil-teacher ratios, further corrected for the 1.29 ratio of costs of teaching units on the two levels, we have a total high-school-elementary-school pupil-cost ratio of 1.7 for large districts.

Pupil-Cost Ratios for Small High Schools

In an article on the small secondary school, Cyr⁵ points out that half of the public high schools in the United States have enrollments of fewer than 100 pupils, and almost three fourths have enrollments of fewer than 200 pupils, and, moreover, that the small secondary school will continue for some time to have an

important place in American education.

It seems imperative, therefore, that standards for comparative costs be made available as a basis for the financial and educational management in the community having the small high school. Although the ratio of 1.7 is an acceptable standard for large school systems, there are some special considerations which materially alter the relative costs of high-school and elementary-school instruction in smaller districts.

The pupil-teacher ratios are less for both small high schools and small elementary schools.

TABLE I. The Number of Pupils Per Teacher for High Schools and Elementary Schools of Different Sizes

(Adapted from National Pupil-Teacher Index)

| Elementary Schools | | High Schools | |
|--------------------------|--------------------|--------------------------|--------------------|
| Average Daily Attendance | Pupils per Teacher | Average Daily Attendance | Pupils per Teacher |
| 1 to 21 | 1 to 21 | 6 | 6 |
| 21 to 42 | 21 | 6 to 36 | 6 to 12 |
| 42 to 290 | 21 to 29 | 36 to 726 | 12 to 22 |
| More than 290 | 29 | More than 726 | 22 |

In Table I it may be seen that for high schools of from 6 to 36 pupils in attendance there are, on the average, from 6 to 12 pupils per teacher. As the size of high school increases, the number of pupils per teacher continues to change until for schools of 726 in attendance the number of pupils per teacher levels off at approximately 22. For elementary schools the class size changes, on the average, as the size of school increases only until an enrollment of 290 is reached.

The fewer pupils per teacher, the greater the cost. It is for this reason that in smaller districts the high-school size falls within the higher cost range while the elementary size may be on the same cost level as for larger districts. Districts with 100 pupils in the high school and 300 pupils in the grades tend to have pupil-teacher ratios, respectively, of 18 and 29 as compared to 22 and 29 for larger districts.

Just how this change in pupil-teacher ratio affects the high-school-elementary-school pupil-cost ratio may be seen from Chart 1. The heavy

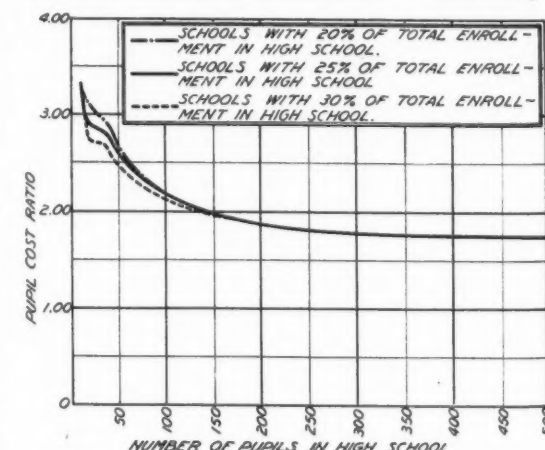


CHART 1. HIGH-SCHOOL AND ELEMENTARY-SCHOOL PUPIL-COST RATIOS

black line is a graph of ratios for schools which have about 25 per cent attendance in high school and 75 per cent in elementary school. It will be noticed that the ratios decrease quite regularly as the size of high school increases.

Another element which determines the pupil-cost ratio in the individual district is the percentage of the total attendance which is in the

¹Mort, P. R., *The Measurement of Educational Need: A Basis for Distributing State Aid*. New York: Bureau of Publications, Teachers College, Columbia University, 1924.

²Mort, P. R., *State Support for Public Education*. Report of National Survey of School Finance. American Council on Education, Washington, D. C., 1933.

³Class size, as used here for illustrative purposes, refers to the abstract concept of average number of pupils allotted to one teacher in the school. In the strictest sense, however, class size and pupil-teacher ratio may differ greatly. This is especially true in high schools and in some elementary schools, where generous offerings in extracurricular and activity work and efficient program organization may result in a larger average class size as compared to that of other schools with the same pupil-teacher ratio but with a fundamentally different program.

⁴Ibid., p. 443.

⁵Cyr, Frank W., "Developing a State-Wide Program for the Small Secondary School," *Teachers College Record*, 35:708-21, May, 1934.

TABLE II. National High-School-Elementary-School Pupil-Cost Ratios for High Schools of 100 or Fewer Pupils in Average Daily Attendance*

| High-School Average Daily Attendance | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|--------------------------------------|------|------|------|------|------|------|------|------|------|------|------|
| 10 | 3.43 | 3.43 | 3.43 | 3.43 | 3.43 | 3.43 | 3.43 | 3.43 | 3.43 | 3.43 | 3.43 |
| 15 | 3.20 | 3.15 | 3.10 | 3.05 | 3.00 | 2.95 | 2.91 | 2.89 | 2.89 | 2.89 | 2.89 |
| 20 | 3.09 | 3.05 | 3.02 | 2.98 | 2.94 | 2.90 | 2.86 | 2.82 | 2.78 | 2.74 | 2.71 |
| 25 | 3.02 | 2.99 | 2.96 | 2.93 | 2.89 | 2.86 | 2.84 | 2.80 | 2.77 | 2.73 | 2.70 |
| 30 | 2.97 | 2.94 | 2.92 | 2.89 | 2.86 | 2.84 | 2.82 | 2.78 | 2.75 | 2.72 | 2.70 |
| 35 | 2.93 | 2.91 | 2.89 | 2.86 | 2.84 | 2.82 | 2.80 | 2.77 | 2.74 | 2.72 | 2.70 |
| 40 | 2.82 | 2.80 | 2.78 | 2.76 | 2.74 | 2.72 | 2.71 | 2.68 | 2.66 | 2.63 | 2.61 |
| 45 | 2.71 | 2.70 | 2.68 | 2.66 | 2.64 | 2.62 | 2.62 | 2.59 | 2.57 | 2.55 | 2.53 |
| 50 | 2.62 | 2.61 | 2.59 | 2.58 | 2.56 | 2.55 | 2.54 | 2.51 | 2.50 | 2.48 | 2.46 |
| 55 | 2.55 | 2.54 | 2.52 | 2.51 | 2.50 | 2.48 | 2.48 | 2.45 | 2.44 | 2.42 | 2.41 |
| 60 | 2.49 | 2.48 | 2.46 | 2.45 | 2.44 | 2.43 | 2.42 | 2.40 | 2.39 | 2.37 | 2.36 |
| 65 | 2.43 | 2.42 | 2.41 | 2.40 | 2.39 | 2.38 | 2.38 | 2.35 | 2.34 | 2.33 | 2.32 |
| 70 | 2.39 | 2.38 | 2.37 | 2.36 | 2.35 | 2.34 | 2.34 | 2.31 | 2.30 | 2.29 | 2.28 |
| 75 | 2.34 | 2.34 | 2.33 | 2.32 | 2.31 | 2.30 | 2.30 | 2.28 | 2.27 | 2.26 | 2.25 |
| 80 | 2.30 | 2.30 | 2.29 | 2.29 | 2.28 | 2.27 | 2.27 | 2.25 | 2.24 | 2.23 | 2.22 |
| 85 | 2.26 | 2.26 | 2.26 | 2.26 | 2.25 | 2.24 | 2.24 | 2.22 | 2.21 | 2.20 | 2.19 |
| 90 | 2.22 | 2.22 | 2.22 | 2.22 | 2.22 | 2.21 | 2.21 | 2.20 | 2.19 | 2.18 | 2.17 |
| 95 | 2.19 | 2.19 | 2.19 | 2.19 | 2.19 | 2.19 | 2.19 | 2.17 | 2.17 | 2.16 | 2.15 |
| 100 | 2.16 | 2.16 | 2.16 | 2.16 | 2.16 | 2.16 | 2.16 | 2.15 | 2.15 | 2.14 | 2.13 |

*Based on data from 33 states in the United States collected in the school year 1930-31 by the National Survey of School Finance.

high school. This has its greatest influence upon high schools of 100 or fewer pupils. By referring to Table II, we find that, on the average, high schools with 30 pupils representing 20 per cent of the entire school attendance have a pupil-cost ratio of 2.97 and high schools of the same size but representing in attendance 30 per cent of the total in the district, have a ratio of 2.70. For very small districts with about 10 in high school and from 23 to 40 in the grades the cost ratio is the same, about 3.43, because of the fact that elementary schools with between 21 and 42 pupils tend to have about the same number of pupils per teacher.⁶

The effect of the proportional part of pupils in high school of the total school attendance for the district becomes less and less important as the high-school size approaches 100 pupils. In Chart 1, the ratio lines for 20 per cent high-school attendance of total, and 30 per cent high-school attendance of total, are respectively above and below the 25 per cent line, but they all converge at about 100.

A separate table (Table III) of standards has been prepared for high schools of more than 100, as it was found that the percentage of total attendance in high school has little influence upon the cost ratios for such schools. In the third column of this table are given limits beyond which the ratios do not apply. For a high school of 125 pupils caution should be exercised in applying the ratio to the local situation if more than 31 per cent of the school children in the district are in high school.

Using the Norms in the Individual School District

In the interpretation and use of the ratios given in Table II and III, it must be remembered that they represent present average practice in the country as a whole and that there has been no attempt here at proposing what these cost ratios should be. There is some likelihood that far-reaching transformations in educational programs for high schools and elementary schools will change the relative pupil-costs in the future.⁷

The school executive in a district having 85 high-school pupils in average daily attendance, 28 per cent of the total attendance in the district, may find in preparing cost-analysis schedules for his annual budget that his community pays 2.5 times as much per pupil in the high school as in the elementary school. By referring

⁶Refer again to Table I.
⁷That this ratio will change is evidenced by a study of the changes which had taken place over a period of years in the basic elements, pupil-teacher ratio and teachers' salaries, in New York State. See Mort, Paul R., Simpson, Alfred D., Lawler, Eugene S., and Essex, Don L., Memorandum No. 2, "State Support for Public Schools in New York State as Related to Tax Relief and Educational Expansion." Found in Report of the New York State Commission for the Revision of the Tax Laws, Legislative Document, 1932, No. 77, State of New York.

to the table he finds that, by and large, in similar districts the annual high-school current expense is but 2.21 times as great per pupil in high school as per pupil in elementary school. He must first determine which of the constituent factors, pupil-teacher ratio or high-school to elementary-school salary ratio, is of most weight in determining this higher figure. He may then reason thus:

I. Financial Control

1. Does the accounting system in use provide for proper distributions so that comparative cost data for the district is reliable?
2. Is the cost ratio greater than the standard because of excessive high-school expenditure or because of limited offerings in the grades?
3. Is the ratio high because both elementary-school and high-school costs are so low as compared to other districts that smaller differences are proportionately greater?

II. Teachers' Salaries

1. Is the variation from standard due essentially to a high ratio of high-school teachers' salaries to elementary-school teachers' salaries?
2. Is there an unjustifiable difference between high-school and elementary-school teachers as to training and experience?
3. Is a well-planned salary schedule in operation?
4. Have studies been made of teaching loads and are teachers' salaries consistent with both the services rendered and the qualifications of teachers?

III. Pupil-Teacher Ratios

1. Is the difference between the number of pupils per teacher in the high school and the number of pupils per teacher in the elementary school the

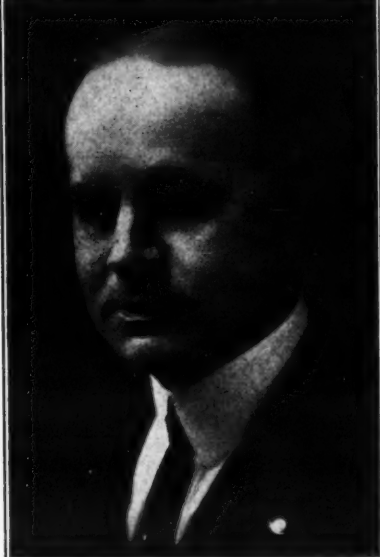
TABLE III. National High-School-Elementary-School Pupil-Cost Ratios for High Schools of More Than 100 Pupils in Average Daily Attendance*

| High School Average Daily Attendance | High-School-Elementary-School Pupil-Cost Ratio | Maximum Per Cent of Total Attendance in High School for which Ratio Applies |
|--------------------------------------|--|---|
| 125 | 2.06 | 31 |
| 150 | 1.98 | 34 |
| 175 | 1.93 | 38 |
| 200 | 1.89 | 41 |
| 225 | 1.87 | 44 |
| 250 | 1.84 | 46 |
| 275 | 1.82 | 49 |
| 300 | 1.81 | Above 50 |
| 325 | 1.79 | Above 50 |
| 350 | 1.78 | Above 50 |
| 375 | 1.77 | Above 50 |
| 400 | 1.76 | Above 50 |
| 425 | 1.75 | Above 50 |
| 450 | 1.75 | Above 50 |
| 475 | 1.74 | Above 50 |
| 500 | 1.73 | Above 50 |
| 525 | 1.73 | Above 50 |
| 550 | 1.73 | Above 50 |
| 575 | 1.72 | Above 50 |
| 600 | 1.72 | Above 50 |
| 625 | 1.71 | Above 50 |
| 650 | 1.71 | Above 50 |
| 675 and above | 1.70 | Above 50 |

*Based on data from 33 states in the United States collected in the school year 1930-31 by the National Survey of School Finance.

HERBERT N. MORSE DIES

Herbert N. Morse, business manager of the state education department of New Jersey, died at his home on August 4. Mr. Morse was born in Hammonton, N. J., on June 16, 1872, and received his education in the Atlantic City High School, the South Jersey Institute, Harvard College, and the Pierce Business College. He completed his graduate studies at Teachers College, Columbia University.



HERBERT N. MORSE 1872-1934

From 1901 to 1934, Mr. Morse was business manager of the state educational system, and previous to that was supervisor of the state school census during the period from 1897 to 1901.

Mr. Morse was a frequent contributor to educational periodicals on subjects pertaining to the business management of school systems. He was a member of the New Jersey Schoolmasters' Club and the State Teachers' Association and also served as secretary of the New Jersey Federation of District Boards of Education. He was also a member of the executive committee of the New Jersey Public-School Business Officials' Association.

Mr. Morse was an active, energetic advocate of better business methods in city school administration. His leadership in New Jersey extended to every city and town in the state. As an officer and member of the National Association of Public-School Business Officials, he took an enthusiastic, constructive part in raising the dignity of the business managership, in promoting better methods of purchasing and accounting, and in securing the wide acceptance of proven policies of school finance, and building operation and maintenance.

element of most weight in the cost ratio for this community?

2. Have studies been made of class size in the high school and in the elementary school? Do such studies reveal consistently small classes for certain elective subjects in the high school?
3. What social, geographic, and economic conditions bring about this high ratio?
4. Have curricular offerings been established after careful study of the educational needs of the local community?
5. Has attention been given to the types of programs most suited to the small high school or has the organization been copied from large city schools?
6. Does the school system offer ample supervisory, guidance, testing, and health service to insure individual attention to elementary children, otherwise not possible with large classes?
7. Does the physical plant permit of most economical distribution of pupils and teachers and is it utilized to best advantage?

For systems which have cost ratios less than the standard a similar analysis should be of importance. In such cases primary concern should be whether the variation from standard is due to mediocrity in the high school or extravagance in the elementary school. One may expect to find low ratios where lower high-school costs have been attained by centralization but where expensive one-room elementary schools prevail.

In no sense is the high-school-elementary-

How a Unit of Work Develops in the Upper Grades

Samuel Engle Burr, Superintendent of Schools, New Castle, Del.

The basic theories for a unit of work and the reasons for having such units are the same in grades three, seven, ten, or fourteen as they are in grade one, but the differences in the knowledges, skills, attitudes, appreciations, needs, and desires of the various school groups will require many important adjustments.

By the time they have reached the third grade in a progressive school, the children (and their parents) will be thoroughly accustomed to thinking of school as a combination of workshop, studio, library, laboratory, and athletic center. They will expect to share in the choice of units, the planning of work, and the arrangement of the room. By this time, too, they will expect to see units and their backgrounds develop on a life-sized plane and in a useful way. It has been most interesting to me as a supervisory officer in an activity school to see that a certain group of children (and the teacher) who were satisfied to set up a small model of a southern plantation on a sand table in 1931, were determined to build a life-sized log cabin in the school yard only a year later. In a similar way, I have seen other sand tables or miniature displays grow from year to year until half the room and finally the whole room would be transformed in appearance to meet the needs of a certain unit. After the plan has been functioning for a time, whole classrooms become sections of the Arabian Desert, or oceans on which Armadas sail, or the fighting decks of modern battleships; or Japanese gardens with tea houses, flowers, lanterns, etc. During a nature-study unit, a room may have in it a dozen bird cages, an equal number of aquaria for tropical fish, and various miscellaneous collections of frogs, turtles, snakes, salamanders, snails, white mice, and guinea pigs.

These things may necessitate the moving of some desks into corridors or attics for a time, but the change in the appearance of the room is dictated by the unit in its development. Of course the teachers must give up their desks in the beginning, and rooms must cease to have an established "front" or "back" very early in the progressive situation, except during certain formal drill and testing periods which the pupils see should be included in their programs.

As in grade one, the teachers on other levels must always have plans made in advance, and must always be ready to discard them, modify them, or use them, according to the results of the group planning of the children and the teacher when they come together for the conference periods which occur as need arises—usually each morning in order to arrange for the work of the day.

Getting a Topic for a Unit

The ways in which true units start in the upper elementary grades are almost as numerous as the units themselves. Hardly any two spontaneous units start in exactly the same way.

The teacher may have taken a trip to Europe and may be able to arouse the interest of the pupils in her souvenirs, pictures, and oral accounts. A child may have had a vacation at the seashore and may be able to secure the interest of others in this topic. There may have been an unusual event of world importance, such as Picard's ascent into the stratosphere, or the war between Paraguay and Bolivia. The event may have been very recent, so that the newspapers are full of accounts and pictures, or it may have been in the past, such as some eruption of Vesuvius or Krakatoa or the discovery of America by Leif Ericson and his Vikings.

Again, a story in a book may be the starting point, or a visit to the school by some famous person, or questions regarding a current movie. Interest in a child's ancestors may start a unit, or interest in group ancestry, as I have seen a fifth-grade group of Negro children become intensely interested in the Negroes of Africa, the slave trade, the American Civil War, and the immediate history of their own families.

Accidental happenings, such as a tornado, a train wreck, a comet, or a flood, may be of such consequence and interest as to serve as a start for units of work. When a certain building which housed a progressive school burned down some years ago, the whole school personnel entered into a huge unit—the planning and erection of a group of new school buildings.

Sometimes anniversaries and holidays may start units, but usually this sort of thing is overdone in a rather formal way. When the Washington Bicentennial was celebrated, however, whole schools devoted their attention to the Father of Our Country for weeks and even months of time.

Developing the Topic

After a center of interest develops in an upper grade, planning for the development goes on much as it would in grade one, but because of their increased maturity, the pupils may be expected to offer more far-reaching suggestions. Whatever the topic, the unit should be developed according to the mental level and social development of the group concerned.

Quite often, individuals or committees draw up tentative plans for the development of the unit and submit them to the entire group at a conference period. The plan will show the main subtopics and may show some of the sources of material. An example of such an outline, prepared by seventh-grade pupils, follows:

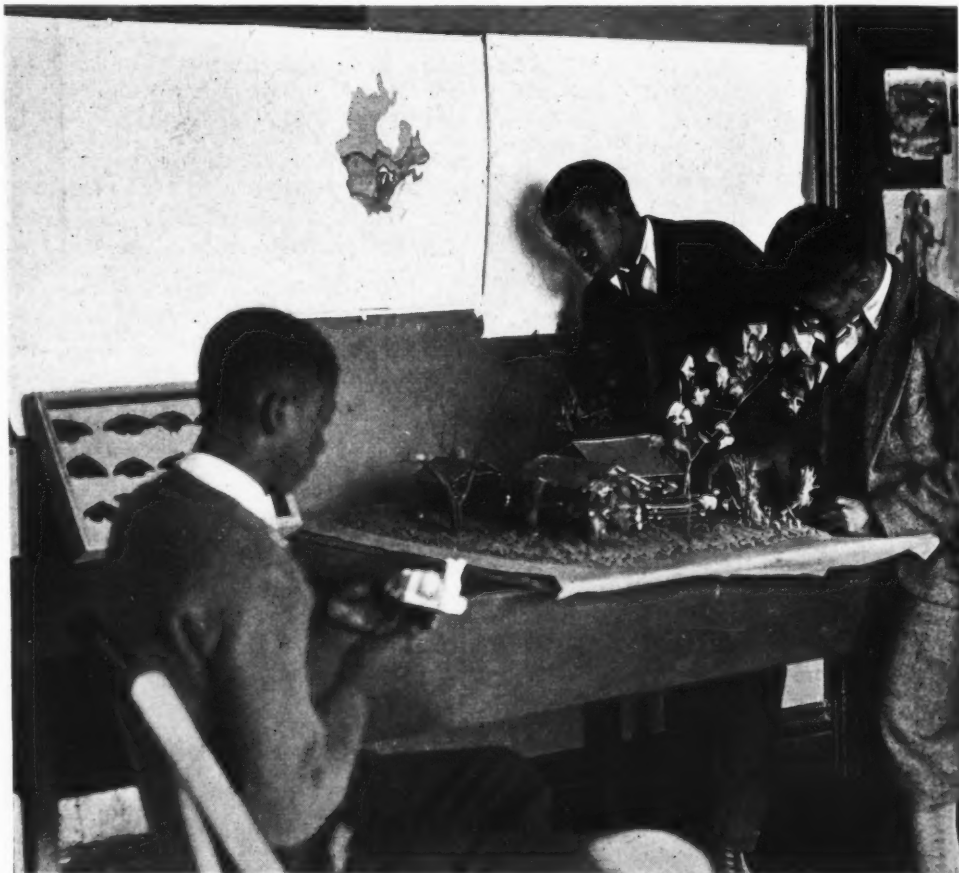
Main Topic: A Study of Our Village

- Subtopics:
1. The History of Our Village.
 - a) How it was founded.
 - b) Important events.
 2. The Location of Our Village.
 3. The Government of Our Village.
 - a) Elections.
 - b) Officials and Their Work.
 4. The Village Fire Department.
 5. The Village Police Department.
 - a) The Officers and their cars.
 - b) The Village Jail.
 6. Our Village Schools.
 - a) The Board of Education.
 - b) The Superintendent and the Teachers.
 - c) The Buildings and Grounds.
 - d) The Janitors.
 - e) The Tax Rate.
 - f) The Catholic Parochial School.
 7. The Public Buildings of Our Village.
 - a) The Town Hall and Jail.
 - b) The School Buildings.
 - c) The Fire House.
 - d) The Churches.
 - e) The Community House.
 - f) The Railroad Station.
 - g) The Post Office.
 - h) The Scout House.
 8. Art and Music in Our Village.
 9. Athletics and Sports in Our Village.
 10. Our Village Stores.
 11. Our Village Streets and Roads.
 - a) Planning the streets.
 - b) Keeping them in good condition.
 12. How Our Village is Supported.
 - a) Taxes.

Committee Work in Progress

As soon as such an outline is accepted as a tentative basis for work, it should be prepared in semipermanent form with india ink on oak-tag or similar cardboard, to serve as a guide in the weeks to come. Of course it may be revised later, as new topics are added.

Then committees will form and various pupils will go to work on specific topics, but all will be alert for anything which will help the general progress of the unit. This particular out-



FIRST STEPS IN ACTIVITY WORK

Usually, the first attempts at activity work lead to the production of small models, often produced on sand tables. As the work progresses, the houses, boats, wagons, charts, and other materials grow to larger proportions. Compare these small log cabins with the one made out-of-doors by another group of pupils who started on progressive work several years previously.

This picture was taken in a school for negro children when progressive principles were just being introduced.

line, given above, is quite complete as it stands, and the proper development of it will involve the class in a wide range of activities running from a study of the architecture of a beautiful church to the figuring of per-capita costs for public-school education. A seventh grade could spend three months or even more on such a unit, with profit.

After committees are formed, the search for material begins. The sources depend upon the kind of unit, but the school library and the public library will always be found useful. In a progressive school, each homeroom group should have a working library of its own in its own room, too. One progressive junior high school in the southwest is reported to have at least 500 volumes in each homeroom library. Other sources will be suggested by the topics as follows: For a unit on local history, have a committee see all the old residents of the village; for a unit on natural history, see the people in charge of zoos and pet stores; for a unit on storekeeping, interview the neighborhood merchants, etc. Attics will be searched for colonial or centennial costumes, factories will contribute various samples of their products, even rubbish heaps will yield up amazingly interesting things, sometimes. Perhaps moving pictures or lantern slides can be obtained.

Judging Values

When committees report to the group, judging values begins. Sometimes committee reports (or the reports of individuals) are too brief and additional material must be secured. Sometimes committee reports are not accurate, then corrections must be made. Sometimes committee reports are too long and too detailed, then the pupils must be shown how to use their time and the time of other people advantageously. Sometimes children select petty and inconsequential details for reports and allow important things to escape them. In such cases, new reports must be made. Of course the teacher's broad knowledge will be invaluable in this type of activity.

The members of the class will judge how well the report has been made, how well the material has been selected, how much more should be done, and how to incorporate the report into the developing unit. Of course the thing being



THE FINISHED CABIN FOR A COLONIAL UNIT

The sixth graders have completed their cabin, erected a chimney, made some rude furniture and planted evergreens and wild flowers.

When it was completed, a number of original plays were presented, using the cabin as a background. This unit on the settlement of the Ohio Valley required a period of several months and resulted in many diversified activities.

judged will vary. It may be an oral report; it may be a written report. It may be a drawing or a painting; it may be a model of something, done in clay or wood or paper. It may be a bit of dancing, or of music, or of poetry, or a short play; it may be an object of some sort for the class museum. Almost all of these are likely to become subjects for consideration at some group meeting.

And all the time, from day to day, the museum is growing. Anyone may contribute to it. It is being arranged and the articles are being labeled. More and more pictures are appearing and are being hung in appropriate places. Perhaps clay and wood models, implements or utensils are being made. Reading charts, outlines, and summaries are being made on large pieces of cardboard. Perhaps they are hung around the room, or they may be placed together in books or folders on simple stands. Lists of spelling words and arithmetic examples are being accumulated. Some original music has been reduced to a written score. Individual and class record books are being developed.

The End of the Unit

As in grade one, the unit comes to an end after a time in some fitting way. There is a play, a pageant, a party for the parents, or some such thing — and also reviews, drills, and tests to measure fact outcomes, to help in organizing the academic learnings, and to impress the most important developments.

All reviews, drills, checks, measures, and tests are not left until the end of the unit, however. They should occur rather frequently as the unit develops, for the reasons given in the preceding paragraph. Drill on fact knowledges should be for short periods and they should come at frequent intervals. Reviews for the purpose of organizing knowledges should not be deferred until too much material has accumulated. Tests should be frequent enough to go into important details. Drills, reviews, and tests should not be used until the children have seen a constructive use for the material which is included in them. They should also understand the reasons for the reviewing or testing, too.

When the unit is ended, the room should be entirely cleared of all the materials used on the old topic, so that the way will be clear for a

start on a new topic, unless the next unit is to be a direct outgrowth of the old one.

Developing the Curriculum

In a true activity school, the curriculum cannot be developed in advance. Units cannot be chosen according to a set plan approved by the supervisor, principal, teacher, or printed course of study. Even though the teacher has a unit in mind, the group may decide to develop another one.

Consequently, in a progressive school, the curriculum for each class is made up for that class as it moves along. Each teacher should keep an outline record of the work done each week, and should pass this along to the next teacher who will be with those children. Such an outline will help the new teachers who receive the children, year by year, to know what that particular class has done in the past. In this way, it will be possible to see that the new topics are chosen as each new unit begins, or that the same topic is developed into very different ways if it does happen to be chosen twice by the same class during its history of twelve or fourteen years in the public schools.

No matter what the units may have been, however, the social development, emotional control, citizenship training, moral and ethical growth, physical development, knowledge of facts, and grasp of common skills for the children should be fairly constant from group to group. Progressives believe — and have demonstrated — that if one class happens to omit all detailed study of Australia while another never gives a minute of school time to a consideration of butterflies, that at the end of six, eight, twelve, or fourteen years, all of them will measure up very acceptably according to the aims and objectives of the activity school.

AN AMERICAN IDEA

Essentially, the American idea or the American dream, as Truslow Adams calls it, is the idea that there is a great wealth of knowledge and beauty and idealism that has come down from the past, a store of treasure which, instead of being made the privilege of the few, should be opened to the greatest possible number of people who are capable of taking advantage of it.—George E. Vincent.



BUILDING A FRAME WORK FOR THE LOG CABIN

These are sixth-grade boys who were started on activity work in the third grade. They form a committee charged with the responsibility for erecting a suitable frame work for a log cabin to be used in a unit on the "Colonization of the Ohio Country." Notice that the cabin will be large enough for several children to get into at one time. There will also be space for some rude colonial furniture inside.

The Student Looks at His School

Payne Templeton, Principal Flathead High School, Kalispell, Montana

Some of us have concluded that the student himself is the key man in explaining our modern school to our communities. He is many and he talks a lot. His words about the school are taken more seriously than is commonly supposed, partly because he is known to come straight from the heart of things.

I have taken the trouble just lately to check on some stories which were about in my particular community regarding our high school. In every case I found that the trouble dated back to remarks made by students. For instance, the story "that teachers don't support one another's activities" grew out of the student idea that all faculty members should attend every school function and should yell like Indians at all interscholastic encounters.

The common misconceptions among high-school students are these: School subjects in general are without purpose, aim, or relation to life; required subjects like English and world history are just the ideas of the principal, who doesn't know any better; every student should be allowed to take what he pleases; a subject or course is worthless unless it can show immediate financial returns; the main thing about the high school is the success of the athletic teams; school spirit is to be measured by noise. So we could go on!

There are rare students, of course, who see much deeper than this, but even they will have difficulty in getting near the truth unless they receive some help and interpretation.

To be sure, students aren't mature enough to understand fully the whole educational scheme. I am not altogether sure that most teachers are. At best, student views are bound to be somewhat distorted, but they can be made to see the real school much more clearly than they do.

There are five million high-school students in this country. If these young folks can be made to see what the school is about they will be a powerful ally. This does not mean that they should be made to think that everything about the school is perfect. Their viewpoint can be reasonably critical and yet helpful.

In this high school we have recently started out on a campaign, of which the material printed below was the opening shot. This material is to be presented to homeroom groups in three doses. The homeroom sponsors and student officers will be called together for conferences, at which the whole idea is to be talked over in detail. This material will in most cases be read to the students, either by a teacher or by a student who understands the matter. In some cases the presentation may be made in the form of a talk. The idea is that the homeroom groups will be stimulated to questioning and discussion.

As stated above, this is only the opening shot. It is planned to carry on a continued effort for some time to make our students fully aware of the significance of their school. For one thing, the material given below is later to be remodeled and enlarged upon, and will be presented to the freshmen every year, either in the citizenship course or in the homerooms.

OUR SCHOOL

To the Students:

This material is presented to you through your homeroom, with the hope that we can all understand better our school and what it is trying to do. We are devoting a lot of our time and no little amount of our effort to this school. Your parents and the community in general are investing a liberal share of their taxes. Common sense and self-interest both dictate that we should attempt to see as clearly as possible what our school is about. Not that we can fully understand

all that is attempted but we can see the institution much more clearly than we do.

This material will be presented in the form of these two heart-to-heart talks, to be read by teacher or student. In some cases the sense of it may be given orally. Opportunity will be given you to question some of the ideas or statements, or to express yourself about school problems in general.

I do not believe that this material will bore you; at least it shouldn't because it affects you personally. At any rate, let us see. — *The Principal*.

The Right to Criticize

The right to criticize is old and sacred and will exist as long as we think we have some kind of democracy. Students should most certainly have the privilege to exercise this right so long as they criticize with understanding and honesty. Of course, a student is much better able to do a sensible job of criticizing his school if he has had an opportunity to attend or visit at least one other high school.

Whatever criticizing students do should be guided by the following limitations: (1) It should not be based upon some petty personal grievance. (2) The criticism should be considered carefully and independently before it is presented. That is, the student must be careful that he is not just merely echoing what some other student has said. (3) A student should try to see the full scope of the problem and should make an honest attempt to see if the other side hasn't considerable of merit to it. (4) Personalities must be left out.

It is well to remember that there is an obligation to appreciate as well as the right to criticize. There are lots of things about Flathead that are worthy of your pride. It is too much our habit in this world to see only the bad and take the good for granted.

Not a Simple Institution

I hope you do not have the idea that Flathead, or any good-sized modern high school, is a simple matter. It just isn't or can't be. It tries to do many things for many people.

Flathead is more complicated in its offering of activities and services than students, parents, or even the teachers themselves realize. This school attempts to offer as rich an array of courses and subjects as its finances will permit. It attempts to be as lenient in government and discipline as efficiency will permit. It attempts to provide activities for all types of interest, not just for the star student or athlete. It attempts to give each one an equal chance regardless of who his parents are or what his past has been.

The General Set-Up and Your Part in It

We may as well admit that this high school was not put here for our pleasure. Society isn't that much interested in our having a good time—not that society minds if we enjoy ourselves, but that is to be incidental. The school has been set up by society to preserve and pass on the very best of culture, and to preserve and improve upon those institutions essential to American life. Society hopes that through the school you folks of the next generation will do a lot better job with the world than has been done so far. To make the school go, the community chooses a school board. Naturally this board hasn't the time nor the training to do the actual running of the school, so a principal and a faculty are chosen. These people are expected to be trained for the work and to have reasonably good judgment. It is their duty to set up a course of studies and of extra classroom activities which will best serve the purposes which the community wants served.

We may as well admit right here that society does not intend that students shall have very much to say about the general set-up. The progressive high school, however, feels that it can accomplish more and give better training by allowing students to participate in the administration of the school. That is, we aim to turn over to the students all the responsibility they can handle. We want them to feel partly responsible for running those activities which are closely connected with their social and extracurricular life. There may come a time when students can be trusted to manage all phases of a high school except the actual teaching, but that time is generations away. College students can naturally be accorded more rights and responsibilities than high-school students because they are older.

Extent of Student Control

Let us consider some of the specific ways in which students play a part in Flathead, ways in which they share in school government and control. This high school has gone as far as most any school in giving its

students rights and responsibilities. Let us list some of the ways in which Flathead students participate:

1. The outstanding organization for this purpose is, of course, the "student council," which was established here years ago. In general, this group has the following responsibilities: to charter new organizations; to award school letters upon the recommendation of the coaches; to manage the all-school mixers and other all-school entertainments; to promote measures which will improve student morale and spirit; to choose and supervise the yell leaders. Schedules for athletics, debate, and so forth, are usually made out by the coaches of those activities.

2. A student treasurer has direct charge of the finances of the various student activities, though his work is supervised by a faculty auditor.

3. The president of the student body presides at many of the assemblies and has considerable to say about the assembly programs. The presidents of the four classes are also expected to give some assistance in making out assembly programs.

4. Flathead has about a dozen clubs besides the organizations connected with "The Arrow" and the "Annual," and in each of these students are expected to take the initiative, with the sponsors acting as guides and advisers.

5. The responsibility for discipline, both in the classroom and out, is placed upon the student himself wherever possible. Rules are made only when thought necessary for the good of the group.

6. The boys of the school are organized to protect their own property in the locker rooms.

7. Students are allowed considerable freedom in choosing courses, classes, and outside activities.

8. Freedom of movement is not closely regulated at Flathead compared with other schools; students are checked very little in the halls, either before school, after school, or between periods.

Suggested Extensions

No one claims that the situation as to student self-government is exactly what it should be. There should be some changes along this line every year. As students show their ability to handle them, additional rights and responsibilities should be added. The following have been suggested recently:

1. A faculty-student congress to consider matters of importance in student life.

2. The giving of more authority to the "student council." This is a vague suggestion and the difficulty comes in telling just what additions of authority should be granted.

During the past two months the faculty has been considering a rather thorough reorganization of extracurricular activities in this school. There has been a feeling that such a reorganization will better the school. Eight committees composed of faculty members and student-council appointees, have been at work on the following phases of extracurricular life: awards, Goof Day, extension of authority to "student council," all-school activities, the merit-point system, the activities ticket, and traditions.

Certain Fundamentals

While there is little about an institution which isn't changeable in its details, there are some fundamentals of organization that are little affected by any amount of student criticism. For instance, there must be promptness in getting to class; there must be reasonable order and attention in the classroom; study halls must be attended; it is compulsory on all to attend assemblies; tardiness must be held down to the lowest possible point; all absence must be closely accounted for; reports of student progress must be sent home to parents; traffic in halls must be regulated in a certain extent. It is impossible to administer such matters as these without some friction. Some students are bound to have their feelings hurt. Although the attempt is made to trust the student whenever possible, there must be some checking.

The Halls

There is a 5-minute warning bell before school in the morning and a 15-minute warning bell at noon, as a signal for those in the building to start off for class. A change of one or two minutes may sometimes be made, but no more than that. For several years after all other schools of this size had made the change Flathead continued to hold to the 5-minute bell at noon. Again and again students were implored to regulate their own traffic or else be subjected to the same system used in other schools. With one possible exception, no other school in the state of our size refrained from the 15-minute bell as long as we did. Schools much smaller than this one have found it inadvisable to let students crowd up in the halls, especially when the halls are narrow and noisy. There is too much opportunity for mob display, jostling, discourtesy, and several forms of bad citizenship. It is to be doubted if genuine school spirit ever grows out of a crowded condition in the halls.

As a school grows up, certain changes are necessary.

(Continued on Page 75)

School Administration in Action

A Letter to the Teacher Who will Coach Athletic Teams

Supt. D. D. Murphy, Gardner, Kansas

Dear ———:

School will soon be here, and we are looking forward to a real year of profit and pleasure in a job well done. You will have a big thrill in developing the first athletic teams that you have ever coached and in the joys of a hard-earned victory. I am not belittling the winning of a game, for all life is a game that we must win as best we can; but there are other values that may come from the athletic field that are of great and lasting importance.

Whether you realize it or not, you will have more influence in the lives of the pupils under your care than any other teacher in the school system. You are the boys' hero, the man to whom they will look, and the one they will worship. They will follow your example, both in word and deed, and what you advise will become an integral part of the boys.

First, the boys will look to you for a standard of conduct. The coach who swears or who speaks lightly of breaking training rules has made the boys want to speak profanely and to break training rules. We have several boys who are good athletes, but who do not observe training rules. They exert an enormous influence upon the younger boys. It will be your privilege to show the great mass of the school that such conduct is not the kind that the world — and conscience — approves. We have had most of our teaching of right ethics and living from men whom the boys do not respect and worship. The coach is the only teacher who lives for a part of the day on the boys' level. He can "get under the skin," and if you look for opportunities on the field and in the dressing room, you can be a real builder of character. Boys at high-school age are very sensitive to group approval, and if you can develop the right kind of group opinion, you have done a service to the school far greater than any other service you could perform.

You have the chance to show the boys that anything that is worth doing is worth doing well. We have boys who want to play on the teams, but who do not wish to practice regularly in order to become members of the teams. This not only builds up the wrong ideas of achievement in these boys but in the whole teams, members of which have labored faithfully and still do not get to play. It will be your privilege to correct the idea that if you are good enough you do not have to practice.

It is an opportunity not to be overlooked to encourage the timid boy, the boy who has physical handicaps, and the boy who has a sensitive, inferiority-complex nature, to come out and have confidence in himself. One pat on the back is often worth many words of criticism. The good of the group must be placed above the team of eleven, five, or whatever the game may require as the personnel of the first team. The boy who plays only five minutes may treasure that experience more than the boy who has played the whole game. If you can let every boy play every night, and get some of the joy out of the game, you have the right idea of sports. If the boy has to work so hard that he

is worn out, the game had better be discarded. We are building for the future man and citizen, not for today's victory. The boy's health must come first.

The spirit of fair play, the development of unselfishness, and the desire to submerge self for the good of the group may be developed in the "sub," and the spirit of arrogance and love of self may be uppermost in the mind of the "star." Too much attention to the star may ruin his outlook on life entirely. Every boy has a right to feel that he is a part of the team, and every boy should know that he can do nothing without the aid of the group. If a boy is to accept responsibility, he must not be allowed to blame someone else for his failure. The boy who will slug because he can get by, and the boy who retaliates because someone else did it to him, has the foundations in his character that may make him a potential racketeer, or a malefactor of great wealth.

We have to be patient with the boy who has been coddled by his parents and who does not

know how to stand up and take it. He will respond if you are patient.

Finally, athletics are only a part of the school activities. No teacher will interfere with your rights, and we must be careful not to run our practices so as to interfere with what the other teachers are trying to accomplish. Studies must come first just as making a living must come before golf in the later life of the student. We owe an obligation to the boy's parents not to interfere with his duties at home, whether they be chores, milking, or merely being at home when his mother has the evening meal ready.

You have a chance to build the boy right in living, in health, mentally, morally, physically. You will build wisely and sanely, or otherwise, but the building will go on, whether the edifice is a mansion of character and right living or a shack of wrong impulses.

Your success will be measured, not by games won, but by teaching the boy the right way to play the game, and the conduct of a gentleman. As you support the other teachers and give enthusiastic support to what they are doing, they will give back a loyalty that will repay you beyond your fondest expectations.

I am writing this to you because everything that I have said has been so bungled by the writer in his own coaching years. We can only try. Bring your problems to me whenever you have a problem, and I can assure you that the attitude will be helpful, and not critical or fault-finding. The boys are looking forward to meeting you, and I know that they will be delighted with their new coach. I know that you will not fail them.

Sincerely,
Superintendent.

Possibilities for Supervision by the Elementary-School Principal

Prof. L. B. Hill, Morgantown, West Virginia

It is well understood, especially in these days of curtailed school expenditures, that the elementary-school principal is a busy person. In many localities he must assume a heavier teaching load in addition to the usual administrative, supervisory, and clerical responsibilities. The outlook for effectively supervising his teaching staff seems remote under the economy program now demanded by members of boards of education who claim to represent public attitude. However, for the sake of husbanding the ideals of the profession already achieved, and for securing greater efficiency in the teaching process, the principal must carry on in the most effective manner possible. Three possibilities are open to the busiest principal:

First, after he has met his classes and performed other clerical duties in a perfunctory manner, he may walk downtown, mix with business men, make new acquaintances, and attend the service-club luncheons. In this way he would imitate, in a fashion, the city superintendents who a few years ago moved their offices out of school buildings to the downtown business district.

Second, the elementary-school principal may stress the minute details of his organization. He may exact elaborate reports of his teachers, copy these reports on the office records, and pass the results on to his board of education as evidences of school efficiency. He may sign, in his own hand, all excuses, or chalk lines upon the floors for children to march by. This activity on the part of the elementary principal is well illustrated by the following incident: In

a certain normal school the third-grade English demonstration class was having a lesson in oral English. One pupil arose and said, "I have in mind a house which stands on a large lot; it is painted white and the windows have green shutters; a large tree stands in the lawn — whose house is it?" The members of the class guessed it was Mr. Smith's house. Another pupil arose and said, "I have in mind a man who is of medium height, rather thin, has dark hair and eyes, wears a black derby; he comes to school very early and remains late, but he doesn't do a thing but sit at his desk and fool with papers. Who is he?" The members of the class had no difficulty in guessing that it was the principal of the school. By way of alibi it may be said that that principal always taught one class; however, there was enough reason in the child's concept to furnish a challenge to all school administrators.

Securing Coöperative Action

Third, the greatest possibility for supervision by the elementary-school principal is in securing the coöperative efforts of his teachers to improve their own instruction. The process may be called inter- or intracoöperative supervision. It recognizes in teachers the principle of self-activity in improving their instruction just as this same principle operates in children who learn at maximum capacity. The principal who would encourage inter- or intracoöperative effort among his teachers by getting them to be self-active, must first demonstrate his own philosophy in practice. He can do nothing bet-

ter than take his cue from the present economy program, eliminate all red tape, cease frittering time away with clerical activities, and identify himself with learning and teaching processes. He should teach one or more classes. His daily preparation for teaching should be as thorough as he expects of his best teachers. At least one of his teaching periods should be open at all times for observation by any teacher. The principal should arrange a type of flexible schedule so that each teacher in his system may observe him teaching. He may not be the most skillful teacher in his school but there are no better means to stimulate enthusiasm for good teaching nor better bases for analyzing skills.

In addition to his own teaching he will find ample returns for the time he spends in helping teachers plan their lessons, sitting in during an entire teaching activity and discussing with

each teacher the processes and products. As a result of the self-activity which he sponsors among his teachers, there should be coöperative efforts to discover better ways of teaching. Two or more teachers may imitate and study through demonstrating procedures the comparative value of homogeneous and heterogeneous groupings, the value of the day-to-day oral assignment and the long typewritten assignment, the number and kinds of questions used as teaching devices, types of lesson plans, the individual or group conference, and the daily recitation. Such coöperative studies are vastly superior as means of improving instruction to any forms of supervision by the principal imposed from without or from above. The possibilities for supervision by the elementary-school principal need not be limited by the traditional concept of his job.

A Suggestion Blank for School Administrators

J. R. Shannon, Indiana State Teachers College, Terre Haute, Indiana

Whether he realizes it or not, any school administrator can be classified into one or another of three categories. The first of these is that of the young, impulsive, impatient, and perhaps radical administrator, who has a vision and is hell-bent to consummate it. The term "hell-bent" is used advisedly, for, although such a superintendent may do much good in a community by pointing out the higher and better course, anyone who gets too far ahead of public sentiment is surely destined to depart from the local scene of action.

The second of the three categories is represented by the man who has no vision, or if he has he is too cowardly to assert it. A man in this class has no policies save to please everybody and to hold his job. He responds to any pressures that arise and makes whatever adjustments are expedient in order to be on the winning side. He is never a plunger, and his only errors are those of omission. He is a follower who keeps his ear to the ground and conforms to the biggest noise, in case he cannot remain neutral.

The third category lies in between. The superintendent who falls in this class is neither too impulsive nor too cautious, neither ahead of the crowd nor behind it. He has vision, but he takes time to educate the members of his school board, his staff, and his public before each forward move. He is courageous and progressive, but politic.

But few superintendents will admit that they belong in the responding-to-pressure class. Most schoolmen like to think that they are the wise directors behind the scenes who are guiding public education into the ideal channels and making the people like it. Nevertheless, there is one lesson which even the most dynamic administrator should learn from the respond-to-pressure superintendent: he should learn how to deal successfully with pressures. All superintendents have proposals brought to them from time to time by either sincere or sinister agencies, and the sooner they learn to cope successfully with these agencies the happier they will be.

Bearing in mind that "the prudent man seeing evil, hideth himself: little ones passing on have suffered losses," any school administrator will be wise to observe a few guiding thoughts in respect to receiving proposals.

1. He will ascertain the source, cause, and purpose of each proposal. He will learn both the real purposes and the alleged ones.
2. He will treat all people who present proposals with courtesy and gratitude (so far as they deserve) for their interest in the welfare of public education. He will express his appreciation of their noble purposes even though he suspects that these may not be so noble.
3. He will ask that people with requests or suggestions clarify and put down in written and explicit terms exactly what it is that they propose.
4. He will cause persons who present proposals to justify their proposals.

5. He will ask the parties to guarantee concrete and continuous coöperation in the consummation of their proposals in case the proposals are adopted.

6. He suspends judgment in agreeing or disagreeing to adopt a proposal. He does not announce his decision at once even though he already has thought the matter through carefully and has decided definitely in regard to it. The reasons for this last bit of advice are two: If a superintendent lets it be known that he already has thought his way through a matter that is proposed to him, it may displease the proposer who thinks he has an original idea; if a superintendent acts immediately on a proposal without revealing that he already has come to a conclusion, he may give the impression of being too hasty.

7. In case a proposal is accepted and carried through to completion or made a part of the permanent policy of the school system, the superintendent should give acknowledgment to the individual or group who initiated it.

8. If a proposal is not accepted, the superintendent need not make any announcement of the fact, but he may well make a note on the matter at the time of his decision so as to have his answer ready in case the suggestion is made again.

The best device for enabling a prudent school administrator to observe the suggestions outlined above is a printed suggestion blank similar to the one outlined below. An examination of this sample form shows that the gist of the eight guiding

thoughts in respect to receiving proposals are incorporated in the blank. The remaining ones are the responsibility of the superintendent himself.

DANVILLE PUBLIC SCHOOLS SUGGESTION BLANK

Realizing that the public schools are an object of general interest in the community, the administration of the Danville Public Schools is always glad to receive suggestions from the public-spirited friends of education who feel that they have ideas that would be helpful. In order to facilitate the handling of suggestions, the Board of School Trustees has authorized the preparation of this suggestion blank. The Board does not agree to give consideration to any suggestion which is not presented on this blank form, or to any suggestion presented on this blank form unless the form is fully filled out and signed. In order that it may be able to give credit where credit is due, the Board is especially insistent that each suggestion bear the signature of its maker. Please use the spaces below for setting forth your proposal. If you have more than one proposal to make, use a separate sheet for each. We thank you.

PROPOSAL (Make a complete and definite statement of your suggestion).

JUSTIFICATION (State your reasons for making this proposal, and point out the advantages which you expect to accrue from the same).

PLEDGE. As a token of the seriousness of my purpose, and with a desire to enhance the general usefulness of the public schools to the children of our community, I guarantee to give whatever concrete and continuous coöperation the administration of the schools may ask toward the consummation of the above proposal, if within my ability.

Signed
Address
Telephone Number

In addition to serving the purposes of the guiding principles already outlined, a consistent and persistent use of a suggestion blank such as the one described has the following advantages: (1) It discourages suggestions of an unwholesome nature. (2) It encourages suggestions of a wholesome nature. (3) It encourages teacher participation in school administration. (4) It places suggestions before the attention of the administration in a form such that attention to them is more difficult to overlook or postpone. (5) It serves as a record for any of a number of uses that a resourceful superintendent may later wish to make.

WHO IS THE GOOD SCHOOL-BOARD MEMBER?

The good school-board member must have a sincere desire to serve the public, must be interested in children, in education, in the community, must have a love of country, business ability, and must possess a sense of humor.

Mrs. Harriet S. Marshall, speaking recently before the Schoolmen's Week at the University of Pennsylvania, Philadelphia, described the duties required of members of school boards, and showed how the nature of their duties had changed within recent years under new state laws. She emphasized that the successful school-board member must serve as a mediating factor in bringing into harmony the desires of the community and the actions of the school executive.

"The school-board member," said Mrs. Marshall, "should attend board meetings regularly and help in the solution of its problems. If especially fitted by experience to supervise any certain work, he should volunteer to act as chairman of such a committee. If he finds he is not as much interested as he should be, or that the work takes time from his private interests, he should resign and allow someone else to assume the burden. The board member should keep himself informed on the activities of the legislators, because his help is needed in making changes in the management of school-board affairs. He should familiarize himself with conditions in other schools of the state, and should coöperate with the state education department in their endeavor to better these conditions."



A WARNING TO POLITICANS: HANDS OFF!
—Paul Fung in Newark Star.

Jay L. Chambers, Muskingum College, New Concord, Ohio

The plan consists of attaching three columns to the voucher register for every major division of accounts—General Control, Instruction, Operation, etc. An illustration is given below as Figure 1, with the General-Control division as a model.

Let us use the following hypothetical budget to show how the device is used (details are omitted to simplify the illustration):

- | | |
|----------------------------|------------|
| Total General Control..... | \$8,900.00 |
|----------------------------|------------|

1.)

Other Applications of the Device

The budget accounting device, as shown in Figure 2, is especially desirable where one person has a budget allowance for a group of similar expenditures such as the head of a department may have. It is also applicable in cases where the school board needs to follow closely a more detailed budget.

FIGURE 1. VOUCHER-BUDGET-CONTROL BOOK FOR GENERAL DIVISION ACCOUNTS

Date or order may be inserted with pencil to show date of encumbrance, or another column for this purpose may be put in.

The superintendent now makes a requisition for stationery, \$15, and other office supplies, \$35. At the same time, the clerk requisitions office supplies in the sum of \$30. Suppose all these items are placed in one order and sent to a supply house. Eighty dollars' worth of supplies have been authorized and the General-Control budget encumbered in like sum. This sum will be charged to "Authorization" and the unencumbered balance of \$2,920 will be brought down. (See Fig. 1.)

[illegible]

FIGURE 3. SINGLE ACCOUNT BOOK FOR BUDGET CONTROL

FIGURE 2. VOUCHER-BUDGET-CONTROL BOOK FOR GROUP ACCOUNTS

No matter which method is used, the clerk will find it advantageous to keep all accounts arranged in the order found in the report forms required by the office of the state superintendent of public instruction. Many hours will be saved in making reports to that office if the accounts can be copied from the books onto the report form.

Independence from the municipality does not necessarily improve schools. The fiscal independence of boards of education from municipalities does not in itself determine whether the schools get adequate support, or are subject to political domination, according to Dr. Nelson B. Henry, Associate Professor of Education at the University of Chicago.

"The traditional view of the educator is that the nature and importance of education in the community are such that the schools should be administered under an authority entirely free from the control or influence of other local public officials. Particularly it has been maintained that the revenues available for school purposes, and the determination of the amounts and the uses of these revenues, should not be subject to local political authority.

"Political scientists, on the other hand, are in rather general agreement that effective administration, and particularly sound fiscal administration of the program of public services to be directed by local governments, can only be obtained under conditions of centralized control."

Reporting on an inquiry begun over a year ago by the departments of education and political science at the University of Chicago, Professor Henry said that the facts developed so far through investigation of various types of school systems in the country provided no basis for the contention of educators that a school system must be financially independent.

"It is not possible on the basis of statistical material in hand at this time, to say that these school systems operating under the dependent plan have fared better or worse than independent school systems, either in normal times or during the depression," he said. "The evidence is that the schools in the cities studied have for the most part fared at least as well as the other departments of government.

The report of Topic Group D of the meeting of the Department of Superintendence, in Cleveland, this year makes the assertion that scientific, dependable data are available to show that under the independent relationship, responsibility is unconfused and political power is less in evidence. Further it is said that fiscally independent boards attract more capable citizens to membership. Our inquiry up to this time does not support the contention of this committee.

"As schools and cities grow, there are continuous demands for additional services on the part of both the schools and the cities. In the different cities there is a variety of arrangements for providing the community with such services as pertain to the school population in the fields of health, recreation, library service, and juvenile delinquency.

"There is no standard pattern, nor general agreement among authorities as to the proper allocation of one or another of these functions. The only light so far thrown upon this question by the inquiry is that it is sometimes well done and sometimes poorly done, whether it is done by the schools or the city government.

"There seems to be no justification for the belief that independent school boards do more efficient purchasing," Professor Henry said.

"The inquiry seems destined to indicate that the matter of fiscal dependence does not in itself determine the facts and conditions which are commonly made the basis of an argument for fiscal independence. Certainly this statement can be made with some confidence in relation to the financial support of schools and to political influence in the administration of schools.

"It is equally obvious that it is true also with

respect to certain general social services in which both the schools and the city government are concerned and in certain specialized services in relation to the administration of the schools, such as purchasing, legal counsel, construction of buildings, and so forth.

"While it is recognized that this does not in itself constitute an argument for fiscal dependence, it does argue for a consideration of the general question of the relation of schools to municipal government in cities on other bases than the line along which this argument has traditionally run."

A Year's Supervisory Program

W. C. Jackman, Rock Rapids, Iowa

There are three things which a superintendent must remember when he decides to put across a program of supervision. The importance of all three should be stressed by school authorities.

First, the supervisor must have a plan. Frequently a superintendent, acting as supervisor, has the wrong philosophy of supervision. Fearing that he will be too arbitrary and undemocratic, he actually hesitates to advocate a definite policy. While it is indeed a commendable trait to be democratic, he must not confuse democracy with supineness. He must remember that supervision implies leadership, and that leadership demands initiative and originality, and knowing where one is headed. With this philosophy in mind, a superintendent cannot fail to recognize a program of supervision. When he does this the democracy of supervision manifests itself as the teachers assist in working out the details and putting the supervisor's plans into action.

Second, because he cannot foresee all the details incident to carrying out a program, a supervisor must not infer he is not qualified to attempt such an undertaking. It is his task to work out problems as they arise. The very fact that every situation is composed of different children, different teachers, and numerous other different factors proves that each school has a different problem. For that reason no supervisor can prescribe the detailed program as used in one school for another school.

Third, that intangible part of supervision, the spiritual part, which is most vital of all in establishing confidence. The supervisor must remember that no one else knows as much about his particular problem as he knows. With that spirit he is ready to approach each problem as it arises, and to solve it.

Having these three viewpoints in mind the writer offers a plan for carrying on a program of supervision in Elementary Language. This same general plan may be used in working out a supervisory program for any other subject.

General Aims and Objectives

1. To inspire the teacher to see that supervision is a two-way relationship between supervisor and teacher.

2. To make sure that each teacher understands the laws of learning, and how to apply psychological principles.

3. To help each teacher develop a sound educational philosophy of the teaching of English.

4. To stimulate each teacher to develop his language activities in a natural setting.

5. To improve the quality of instruction by the correct use of tests and accepted methods and devices.

6. To stimulate a desire on the part of each teacher to improve as an English teacher.

7. To see that effective teaching of English takes place in every class where English is used.

Objectives for Teaching of Language

1. The ability to organize thoughts and impressions clearly; to form in pupils the habit of speaking freely and spontaneously, correctly and effectively.

2. Appreciative attitudes through a study of selected literature, content studies, and environment as an adequate background for English expression.

3. The ability to express in writing, one's organized thoughts and impressions in correct form.

4. The habit of self-criticism through the development of alertness to faulty expression.

Procedure in Supervision for One Year

1. General teachers' meetings.

2. Class visitation.

3. Individual conference.

4. The use of tests.

- a) Standardized.

- b) Informal.

5. The supervisory bulletin.

6. Professional literature.

- a) Periodicals.

- b) Professional books.

7. Teachers' rating device.

- a) To check teaching improvement only.

Teachers' Meetings Topics

September: *To Improve Language Instruction.* This meeting is arranged for the purpose of stimulating the desire to become informed concerning the vital facts in language teaching, and to make improvements where weaknesses are detected.

October: *A Study of the Literature.* The purpose of this meeting is to review the literature in the field of English teaching.

November: *A Discussion of Practical Methods for English Teaching.* The teachers will have to read dif-

ferent discussions and reports of good methods for language teaching. Agreement touching the methods to be used.

December: *A Report on Methods Used.* What methods failed? What methods were successful? If there have been typical problems in the use of methods, what remedies can be suggested?

January: *Preparation for Classifying and Making a Report on the Semester's Work.* A study and discussion of the techniques employed in computing the essential facts.

February: *A Study and Interpretation of the Test Results.* Have objectives been attained? What progress has been made? What shall be the program for continued effort?

March: *A Review of the Literature in the Field.* The purpose of this meeting is to review the literature in the light of past teaching experiences and evaluation of results.

April: *Preparation for Making the Last Survey.*

May: *A Summarization of the Year's Work.* This should be a summary of results accomplished from the year's work.

Class Visitation

There will be several unannounced visitations during the month, and one scheduled visitation. A definite outline shall be arranged previous to the scheduled visitation. This outline to be determined by the teacher, the pupils, and problems characteristic of the room.

The supervisor should make special note of the objectives and the skill with which each teacher approaches those objectives.

The Individual Conference

Each individual conference should be arranged as soon as possible after the class visitation, and should conform as far as may be to the teacher's convenience. The individual conference will occur in the teacher's room and should not last over thirty minutes; though in certain cases it may be prolonged. This conference will deal with the teacher's specific problems.

The Use of Tests

The standardized tests will be determined by assistance from a testing expert, and given according to scheduled directions.

There are very few standardized tests and scales for the first two grades, few for the third grade, and not many for the fourth grade. The usual measuring devices for these grades are, first, the specific goals or objectives; and second, standards for each grade, illustrative specimens; and typical attainable models. The teachers in Grades I and II will be guided carefully in the technique of giving tests and in the interpretation of results.

The test results will serve as a basis for determining methods, and individualizing instruction.

"The limited number of inventory tests available are not adapted to curriculum organization followed by a school system, create many situations in which teachers will have to construct and use informal classroom tests of their own if they are to have on hand valuable sources of help which is quite objective and usable."

The objective of the test as applied through this supervisory program will be a method for measuring the progress made during the semester's work.

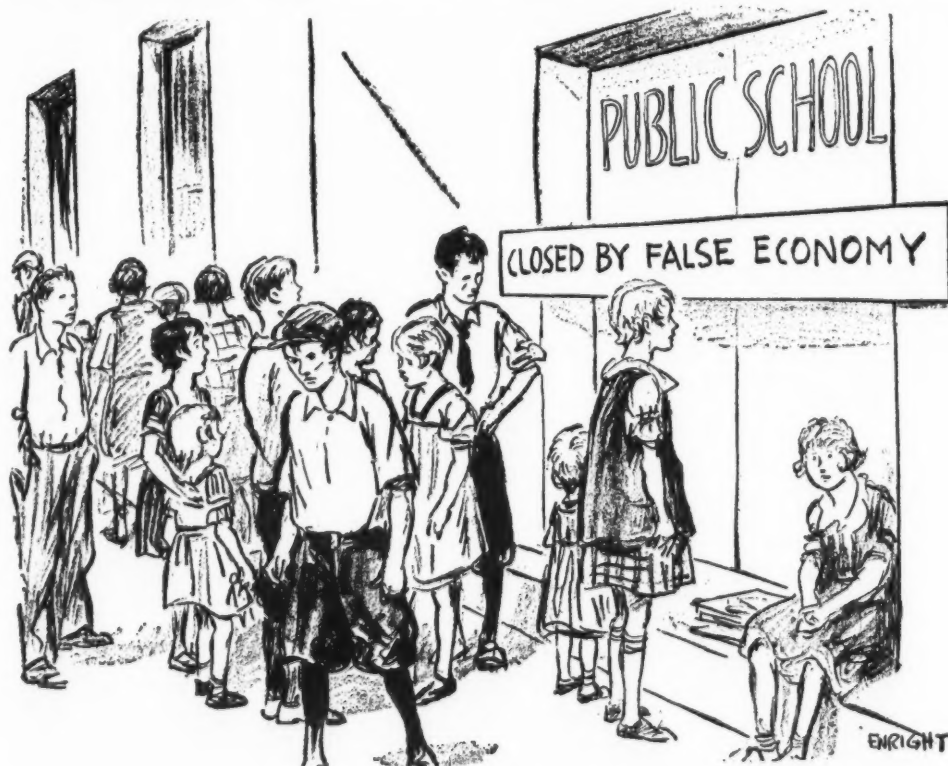
The Supervisory Bulletin

The supervisory bulletin is designed to supplement teachers' meetings and to present information that has a direct bearing upon problems of the teachers.

"The general supervisory bulletin furnishes the school officers with the medium for aiding teachers by sending them brief statements of the supervisor's philosophy of education; constructive summaries of sound methods of teaching; concise accounts of effective devices of teaching; helpful reports of the good work and experiments of other teachers observed by the supervisor; valuable references in periodicals and other educational references encountered by the supervisor or others; specific bibliographies of help to the teachers; and pertinent data of assistance to the teachers."

Professional Literature

The supervisor should select professional literature consisting of several periodicals devoted to the subject and a usable list of professional books. He will discover that many suggestions for books will be made by the teachers as they continue with the program during the year.



WHITHER?
—By Enright, The Wisconsin News.

PORTFOLIO OF MODERN SCHOOL BUILDINGS



GENERAL VIEW, JUNIOR-SENIOR HIGH SCHOOL, POMPTON LAKES, NEW JERSEY
Hacker & Hacker, Architects, Fort Lee, New Jersey

A Conducted Tour of the Pompton Lakes High School

John S. Walton

We were standing on the sidewalk, the Skeptic and myself, watching slim yellow fingers of morning sunlight on the bright dome of the lantern atop the new Pompton Lakes High School. The tranquillity of the suburban Sabbath was disturbed only by a family of blasphemous sparrows and the acidulous muttering of the Skeptic's voice.

"Lot of nonsense!" he growled, twitching a thumb at the long, graceful, red-brick building across the wide lawn. "All this new architecture and construction is just fancy icing on the same old cake. I went to a little one-room school, heated by a chunk stove, and what was good enough for me is good enough for my kids. And —"

He broke off abruptly as Mr. Charles E. A. Walton, supervising principal of the Pompton Lakes schools, approached.

"Good morning, gentlemen," said Mr. Walton; and then, correctly surmising the burden of my companion's unfinished harangue: "Won't you both step inside with me for a moment? I'd like to show you around."

I looked at the Skeptic. The Skeptic looked at his shoes. "We—ell, all right," he grumbled finally. "Guess a look can't do any harm."

We strolled toward the entrance. As we crossed the trim front hall (which, incidentally, is pleasantly devoid of any bulging marble torsos of ancient Greek celebrities) and entered the long lower corridor, the Skeptic stopped short.

"What —" he began, peering perplexedly at the walls.

"Individual lockers," explained Mr. Walton. "Convenient and practical, but built into the walls, as you'll notice, so that the corridor is spared the too-informal appearance of a clubhouse locker room."

Turning left, we passed a cozily appointed teachers' room and entered the administration

suite, consisting of the offices of the principal and the supervisor, each plainly but very completely furnished and separated by a sliding door that, for meetings of the school board, is opened to create a large single conference room.

Beyond the offices, in the right wing of the building, we halted before a heavy double door marked "Auditorium."

"Of course," our guide said, smiling, "this really should be saved for the grand finale of

our little tour. But pride overcomes my salesmanship. Shall we go in?"

The Skeptic gave a tug at the door — and nothing happened. "Locked!" he complained.

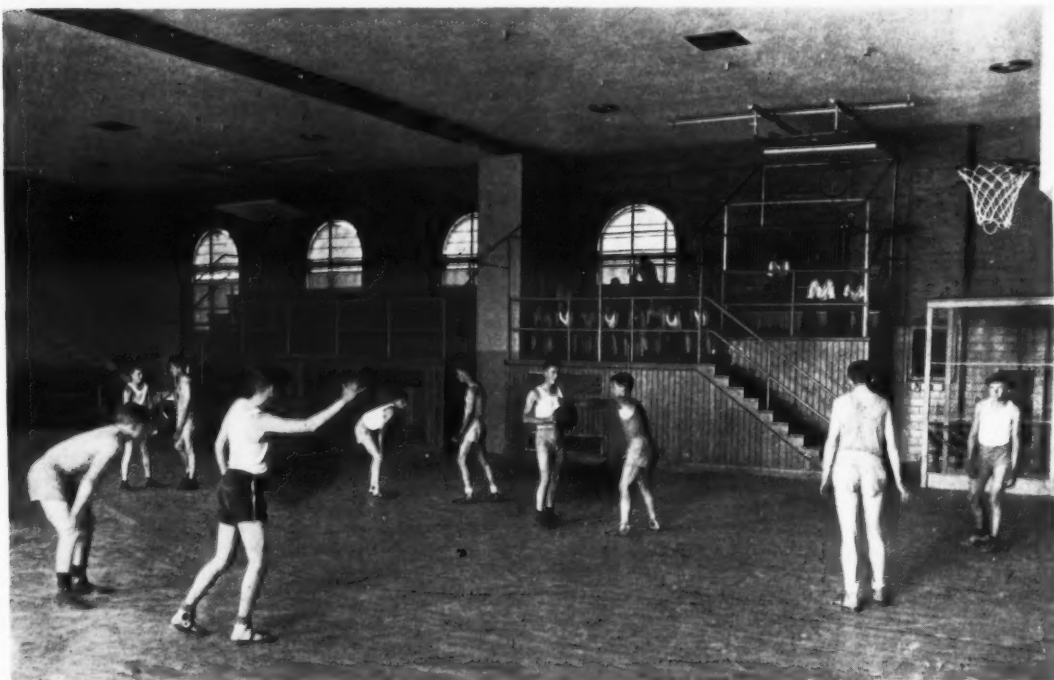
"Which," replied Mr. Walton, "is just one of the features here. Now, the auditorium is, by virtue of soundproof walls and a street entrance, an isolated unit. A bagpiper could do his raucous utmost inside without even ruffling the silence in a study hall just across the corridor.



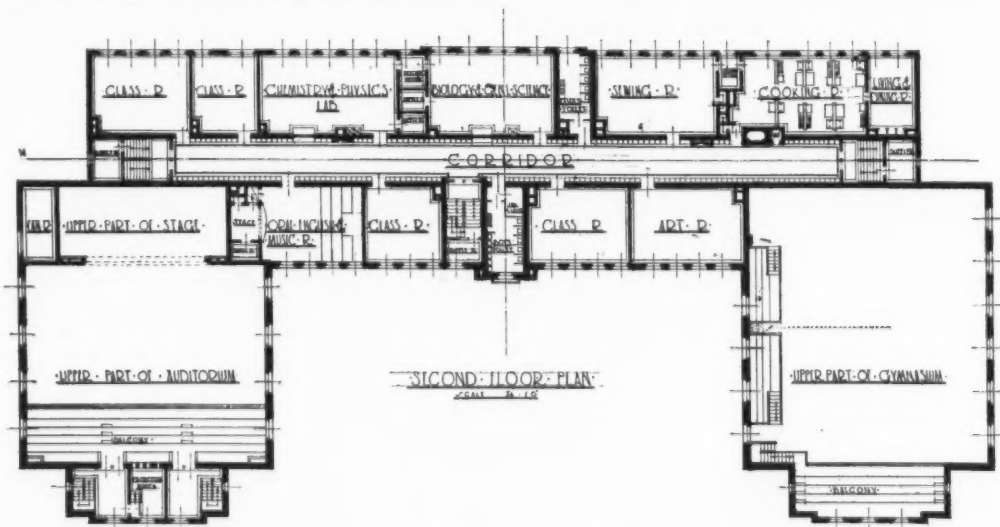
THE GENERAL SHOP OF THE POMPTON LAKES HIGH SCHOOL has adjoining it a finishing room and a store room. The room is finished with brick walls, a sanitary acoustic ceiling, and hardwood floors.



THE AUDITORIUM OF THE POMPTON LAKES, NEW JERSEY, HIGH SCHOOL is planned, not only for ordinary school use, but serves as a community meeting place. The stage is fully equipped for theatricals and other school exercises. The room has a separate entrance from the street and is equipped with an independent heating and ventilating unit. The seating capacity is 750 including the balcony.



THE GYMNASIUM OF THE POMPTON LAKES HIGH SCHOOL is the health center of the school. In addition to use by the physical-education classes, it serves for indoor play. The room has a maple floor, glazed tile wainscoting, brick walls, and acoustically treated ceiling. A folding partition permits the division of the room into boys' and girls' sections.



SECOND FLOOR PLAN, POMPTON LAKES HIGH SCHOOL
Hacker & Hacker, Architects, Fort Lee, New Jersey

With this door open" — he inserted a key — "the wing again becomes a connected part of the whole."

We found ourselves in a vast, light room, containing an inclined sweep of seats partly overhung by a deep balcony. Facing us was a broad, modern stage, with heavy curtains, movie screen, and a master switchboard in the wings controlling the adjustable shaded lighting of the entire hall.

"But the upkeep!" fumed the Skeptic. "Every rehearsal for a play, every chorus or band practice in this huge place means a staggering electric-light bill, extra janitor service and —"

"A point," interrupted Mr. Walton politely, "to which we have beaten you, as presently I shall prove. Meanwhile . . ."

We crossed the footlights and descended one of two stairways to the space below the stage; and there, in what even in most up-to-the-minute theaters is usually just a dusty void, was a fine, sound- and fireproof dressing room!

Ten minutes later we reluctantly left the auditorium. If I had been a Hollywoodian, I would have thought, "Colossal!" Being merely an average human, I thought, "Gosh!" Even the Skeptic was perceptibly impressed.

From the corridor we entered another long room, lined on three walls with wide shelves. "In our library," said Mr. Walton, "the motif is practicality, not ostentation; we have tried to establish a warehouse of information rather than a gaudy show window."

Across from the left wing we found the manual-training shop. Frankly, my first glimpse of this schoolboys' Eden left me quite breathless. Power-driven lathes, drills, saws; individual workbenches directly in the light of ground-floor windows; a model switchboard — oh, one could cram a fat article with a description of that shop!

"But for mere boys!" carped the Skeptic. "How can you hope to teach them to operate all those complicated do-jiggers?"

In lieu of a verbal answer the supervising principal opened a door at the end of the shop. Inside, on the divided shelves of a smaller room, were all manner of projects, any of which might have been the handiwork of a veteran craftsman.

"Like schools," said Mr. Walton, "boys are sometimes underrated. And now, gentlemen, for the gym."

The gymnasium occupies the left wing of the Pompton Lakes High School. It is a huge place; lofty, long, wide, with a railed grandstand along one side and a balcony jutting above the entrance. Here are held the dances, interschool basketball games, and the numerous other extracurricular activities. During school hours, an electrically operated folding partition bisects the hall and — presto! — there are two separate gymnasiums, one for boys and one for girls, each a full-sized basketball court. Beneath each is a dressing room and a shower room, so cleverly situated that confusion is impossible; that is, from the girls' gymnasium one could not blunder into the boys' locker room, and vice versa.

"But," wheezed the Skeptic, "the poor taxpayer suffers —"

"Last winter," said Mr. Walton, "I observed many of our taxpayers at basketball games here. Their suffering, if any, was heroically concealed."

From the gymnasium, we climbed a staircase to the upper corridor.

"Here we have our science laboratories, junior and senior," pointed out our guide. "And here is our home science suite."

We passed through a long sewing room into a large, immaculate kitchen, divided into sev-

eral booths, each boasting a bright gas range and culinary utensils. The third room of the suite is a charming model dining-and-living room.

Directly across the corridor and facing the north is the art room, equipped with adjustable desks and all the paraphernalia necessary to the development of embryo Rembrandts and Gibsons.

"One thing that puzzles me, though," I said. "Some of these rooms are large, some small. Why?"

Substantially, the answer was this: The size of the classrooms in most schools is nearly uniform; the size of the classes is not. Hence a small class (trigonometry, Greek, etc.) occupies only a corner of a room large enough for a class in English or history. This waste of space has been neatly eliminated in the Pompton Lakes High School.

"And now," said Mr. Walton, addressing the Skeptic, "for the answer to your query of a few minutes ago."

We filed into what appeared to be a Lilliputian auditorium. At one end was a small stage; facing it, seats for fifty.

"Our music room," we were told. "Here our bands, orchestras, and choruses practice; here our public-speaking classes are held; here our plays are rehearsed. And like the science laboratories and the cafeteria, this room can also be used as a study hall or regular classroom."

"Cafeteria?" echoed the Skeptic, pricking up his ears.

"Our next and last port of call."

We followed our guide into a large, comfortable study hall in the light, well-ventilated basement, its atmosphere entirely innocent of the redolent bouquet of departed comestibles that pervades the ordinary cafeteria.

The Skeptic frowned. "But where —"

He broke off as we passed through a door in a thick wall and came directly into a spacious kitchen.

"During luncheon periods," Mr. Walton informed us, "the pupils enter from the corridor, select their food from these display cases, and go into the other room. When the period is over, both doors are closed and the kitchen, with its sounds and smells, vanishes."

But the Skeptic doggedly stuck to his guns as we returned to the street.

"A remarkable layout, I'll admit," he said. "But how in the world can a little town like Pompton Lakes afford it?"

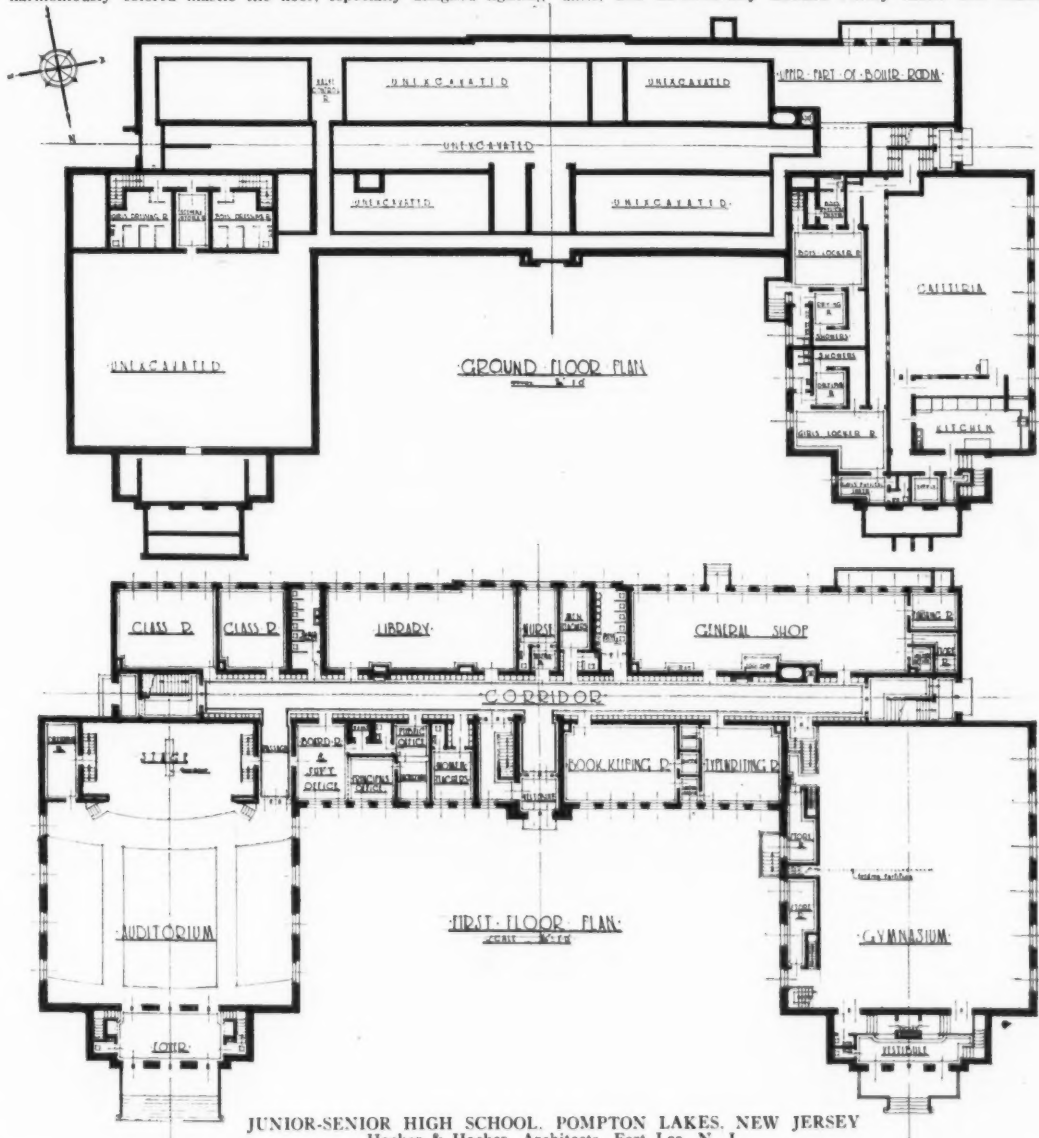
"We built," Mr. Walton told him, "with the idea of drawing upon the pupils of surrounding municipalities which do not have high schools. The idea has worked out perfectly, and the tuition we received therefrom is, I assure you, a considerable item."

"But how did you get so completely what you wanted?" I asked. "In the construction of many schools, the supervising principal has one set of ideas, the school board another set, the architect agrees with neither — and the finished product often resembles a Gargantuan ghoulish."

"The Pompton Lakes Board of Education," replied Mr. Walton, "gave me *carte blanche* with the planning of the educational program and specifications. I worked them out and then placed them before four architects. To Hacker and Hacker, the architects who agreed to fulfill those specifications, confining their own ideas to the architecture exclusively, went the contract. When that was done, the board, without friction or delay, gave full coöperation, and the various committees functioned with the effectiveness of lubricated machinery. And



THE LIBRARY OF THE POMPTON LAKES HIGH SCHOOL is the center of the academic work for the school. The room is specially treated with oak paneling, built-in oak bookshelves, harmoniously colored mastic tile floor, especially designed lighting units, and harmoniously finished library tables and chairs.



JUNIOR-SENIOR HIGH SCHOOL, POMPTON LAKES, NEW JERSEY
Hacker & Hacker, Architects, Fort Lee, N. J.

there" — he nodded toward the handsome building — "is the result."

We looked back. The sun still glinted on the small dome above the entrance; the sparrows still jabbered on the lawn. But the Skeptic had ceased to mutter.

"You know," he said suddenly, "I guess I had the wrong slant on things here. I don't

know many flowery phrases, and I seldom use the ones I know, but I'll say this: The Pompton Lakes High School is, I believe, the longest leap from 'The Little Red Schoolhouse' that has yet been taken!"

I said nothing at all. Like an adult Alice emerging from a brick-and-steel Wonderland, I was still a little overwhelmed.

The Architect's Contract

James R. Newman, Supervising Principal of Schools, Elmont, New York

The board of education of a community or school district is, and should be, charged with the responsibility of safeguarding public-school funds. This is true with funds for school-building construction, operation, and maintenance after construction.

The cost of constructing a building is by far the greatest expenditure that the board of education makes over a short period of time so far as capital outlay is concerned. The most important thing to consider in making this expenditure is the selection, by the board of education, of an architect who is capable of guaranteeing to give to the community, through the board, one dollar's worth of service for every dollar spent.

In making a contract with an architect, the board of education should see that the 46 items listed below are contained therein.

A. Heading

1. Number of contract.
2. Date of contract.
3. Name of architect.
4. Address of architect.
5. Name of owner.
6. Address of owner.
7. Project named.
8. Location of project.

B. Statement of Architect's Services

9. Conferences.
10. Preliminary studies.
11. Thumb-nail sketches.
12. Topographical surveys.
13. Public-utility surveys.
14. Preliminary drawings.
15. Working drawings.
16. Specifications.
17. Large-scale detail drawing.
18. Architect shall get approval of plans by state department of education.
19. Inspection of all details and general work to be in conformity with specifications.
20. Architect shall reject and order removal and reconstruction of any work not conforming to drawings and specifications.
21. Architect shall act in emergencies and define intent of drawings and specifications.
22. Clerk of works or superintendent of construction, when employed, shall be paid by owner.
23. Drawings and specifications are property of architect.
24. Board of education to have a complete set of specifications on canvas furnished by architect.
25. Architect shall not be financially responsible for defective work or performance of contract by contractors.

C. Payments to Architect

26. Fee, 6 per cent of work complete.
27. One fifth of fee upon completion of preliminary studies.
28. Two fifths of fee upon completion of specifications and general working drawings and then acceptance by owner (exclusive of details).
29. Remainder of fee to be paid in proportion to service rendered.
30. One tenth of fee to be withheld six months after acceptance of project, by owner.
31. Proportionate payments for work of less magnitude than preliminary studies.
32. One fifth of fee shall be paid in case of abandonment or suspension of work after preliminary studies.
33. Architect shall judge value of his work under 25, 26, and 27.
34. Architect paid proportionately for all extra services not specified in contract.
35. Necessary traveling expenses of architect to be paid by owner.
36. Architect is entitled to a 10 per cent fee for equipment purchased upon order of owner.
37. Payments for alterations of existing building shall be 10 per cent of total cost of work.
38. Educational consultant shall be paid one half of 1 per cent of total project by architect.
39. Other specialists' services to be paid by owner.
40. Chemical and mechanical tests and surveys to be paid by owner.
41. Landscaping, monumental and special interior work shall be a 10 per cent fee.
42. Operations under separate contract shall be paid by extra fee.
43. Architect not otherwise retained shall be paid in proportion to services rendered.

D. Arbitration

44. Submit all questions in dispute to three arbitrators who shall have no financial interest in contract or business affairs of either party. Each party to contract shall choose one arbitrator, the third to be chosen by these two arbitrators.

E. Assigns

45. Successors, executors, administrators, and assigns of owner or architect respectively shall assume contracts and obligations of owner and architect respectively in case of death or disability.

F. Attestation

46. Contract shall be signed and sealed by both parties to contract, and witnessed by two bona fide individuals.

Some of these items are more important than others and therefore should receive more consideration by one who attempts to evaluate the architect's contract.

Preparation of Specifications

Specifications for the construction of a school building should be written up by the architect in as detailed manner as possible. Large-scale drawings should accompany these specifications. The detailed drawings should show plot plan, floor plans, framing plans, elevations, sections, wiring and electrical installations, plumbing, heating and ventilation, and special detailed drawings. They should be made in such detail as to enable the superintendent of construction to use them in determining whether or not the contractor has lived up to his agreement in carrying out the architect's plans.

The contract between the board of education and the architect should require that the plans be approved by the State Department of Education before construction of the building has begun. In some states there is more leniency shown in dealing with such contracts than in others. This method, however, serves as a check on the architect to keep him from presenting to the board of education a set of standard plans that might not be all applicable to the educational needs of a community in which he proposes to erect a school building.

No architect's contract should be signed by the board of education, unless it states that the architect shall reject and order removal and reconstruction of any work not conforming to drawings and specifications. This clause in the

contract would serve to protect the public, through the board of education, from having to pay for a poor job that the superintendent of construction might approve.

Construction Superintendent Employed by Board

The clerk of works or superintendent of construction should be employed and paid by the owner. This procedure will serve as a check on the possible leniency of the architect toward the contractor. If the superintendent of construction knows that he is working directly for the board of education and receiving his pay from the said board, he is more likely to view his position from this angle than if he were paid by the architect. The fact that the architect should not be held financially responsible for defective work or the performance of contract by contractors is a good argument as to why the superintendent of construction should be paid by the owner. There will be little danger of having defective work done by the contractor, if he knows that the architect can order removal and reconstruction of any work he does if not satisfactory. If the architect presents to the board of education his preliminary studies and the board abandons them or suspends work after starting, the architect is entitled to one fifth of his total fee. This procedure is only fair to the architect. If the board of education is foresighted enough to have a survey made by an educational consultant of the needs of the community before employing the architect this requirement will never become necessary. If the architect bases his work on such a program he would avoid a possibility of the board having to abandon the project because it decides the building will not meet the needs of the community.

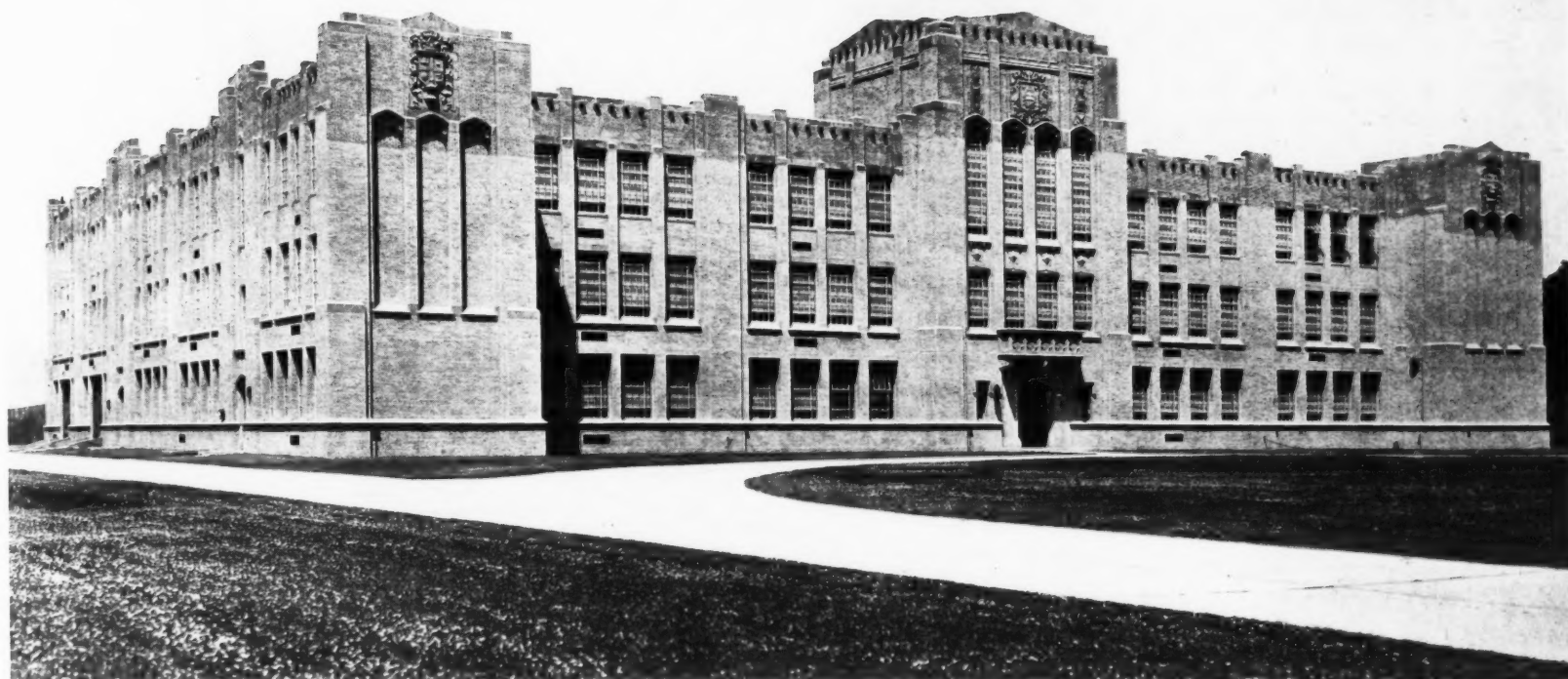
Architect's Fees

Item 36 states: "The architect is entitled to a 10 per cent fee for equipment purchased upon the order of the owner." This should be included in the architect's contract if the board of education expects such service from him. There is little necessity, however, for the board to pay the architect for writing specifications for equipment, if it has a capable superintendent of schools or business manager who can do the work. A great number of superintendents of schools know more about the equipment that is used in a school building than do most ar-

(Concluded on Page 74)



THE CAFETERIA OF THE POMPTON LAKES HIGH SCHOOL serves also as a study room. The serving tables are cut off from the main room by means of a partition and doors, and during the morning, as well as during the afternoon, the room is used by large study groups.



GREENPORT ELEMENTARY AND HIGH SCHOOL, GREENPORT, NEW YORK
Messrs. Tooker & Marsh, Architects, New York, N. Y.

Planned for an Expanding Educational Program; *The Greenport Elementary and High School*

The suburban communities which have grown up in the past five decades in proximity to the great metropolitan centers have almost uniformly developed the finer examples of progressive school systems than their great neighbors. Unhampered by politics and aided by high property values, these communities have almost uniformly shown a great appreciation of the value of a well-rounded educational system, and the school boards have set high standards of personnel and teaching and have demanded equally high standards of schoolhousing and housekeeping. There has been a notable appreciation of the instructional values of well-planned, well-constructed, and adequately equipped school buildings.

A community in which there is an interesting example of a high type of school plant is the village of Greenport on Long Island. The new Greenport Elementary-and-High School is located on a 14-acre site, purchased at bargain prices in 1931, and advantageously located at the western entrance of the village. It is not only easily accessible to the entire residential district, but has a total frontage of 405 feet on a main highway, is regular in shape, and is being laid out with baseball and football fields, tennis courts, and a track.

The building houses a complete 13-year school which meets all the requirements of the New York state education department. The kindergarten provides the introduction to the work in the six primary grades. Moderate application is made of progressive principles and methods, and a special class is provided for over-age children and for such as have learning

difficulties in reading, physical defects, etc. Beginning with the seventh grade, the work is fully departmentalized and the exploratory and guidance objectives of the junior high school are sought. Beginning with the ninth year, the work is further broadened into comprehensive high-school courses with ample attention to guidance, the sciences, business work, industrial and home arts, extracurricular work, etc. Special teachers are provided for physical education, music, health, medical inspection, and library work.

The school is in the center of the great Long Island potato farming industry and this fact is fully taken into account in the development of vocational agricultural courses.

The total registration for the school for 1933-1934 was 1,062, and the faculty numbered 39.

The building is designed in a moderately modernistic style, which is carried through in the auditorium, the entrance lobby, the administrative offices, the library, and the music room. For reasons of economy the greatest possible simplicity has been maintained. The exterior is built of buff shale brick, with artificial-stone trim. The classroom sections are reinforced concrete, and steel has been used for the long spans over the auditorium and the gymnasium. All partitions are fireproof, most of the interior trim is steel, and all doors at critical points are metal. The building is without basement, except for a very small area devoted to the boiler and coal rooms and storage space.

The first floor contains seven primary classrooms; a large kindergarten, with alcove, workroom, wardrobe, and supply room adjoining; a

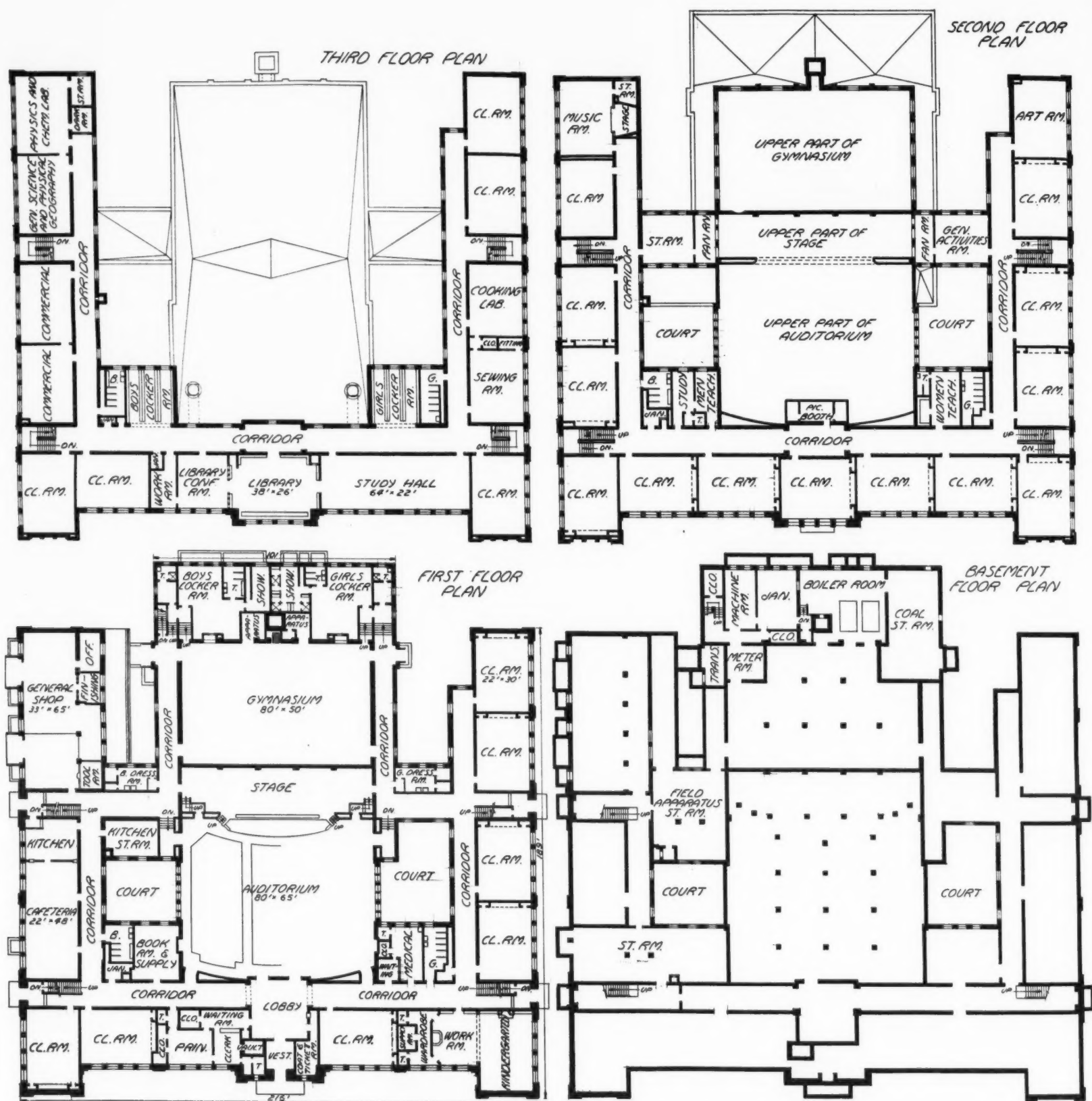
cafeteria measuring 22 by 48 feet, with a kitchen and storeroom adjoining; a general shop measuring 33 by 65 feet, with finishing and tool rooms and an instructor's office; a medical-inspection room; a book and supply room; and various storerooms. Adjoining the main entrance there is an administrative suite, with an outer and private office, a vault, a storeroom, and toilets.

Immediately opposite the front entrance there is an auditorium measuring 65 by 80 feet, with a fully equipped stage measuring 30 by 80 feet. Immediately to the rear of the stage there is a gymnasium measuring 50 by 80 feet, and adjoining a complete series of locker and shower rooms, instructor's offices, and apparatus rooms.

The second floor is occupied by the middle grades. It provides space for thirteen standard classrooms, an art room, retiring rooms for men and women teachers, respectively, storerooms, special-activity rooms, and a room for music and public speaking.

The third floor is devoted to the high school. There are on this floor five recitation rooms, the sewing and cooking laboratories, two commercial rooms, the physics and chemistry laboratory, a general-science and geography laboratory, locker rooms, and toilets. An important feature of this floor is the library, adjoining which there is a conference room, and a workroom. A study hall, measuring 22 by 64 feet, opens upon the library.

The building has been very carefully finished for heavy-duty school use. The corridor floors and the stair treads are of terrazzo. The classroom floors are of asphalt tile, the auditorium



GREENPORT ELEMENTARY AND HIGH SCHOOL, GREENPORT, NEW YORK
Messrs. Tooker & Marsh, Architects, New York, N. Y.

floor is of asphalt for the aisles and cement for the seating space. The gymnasium floor is maple. The toilet-room floors are of tile and the same material is used for the wainscoting. The ceilings of the auditorium, the locker rooms, and the main corridors have been treated with asbestos sound-control material. Walls and ceilings in the instructional rooms are plastered; the small amount of trim is steel or oak. The building is heated by means of vapor steam, provided by tubular, steel, oil-burning boilers. The auditorium and the gymnasium are ventilated by means of plenum fans, located on the second-floor level at either side of the stage. The classrooms, laboratories, and other instructional units are fitted with unit ventilators. The entire heating system has temperature control of the dual-level type.

The building has very complete electrical equipment for light and power purposes. Clock, program bell, and fire alarms of the electric type are provided. The auditorium stage has complete side and footlights, movable spots, and panel boards and electrical control for the usual school and dramatic purposes. Shop machinery is all electrically operated by individual motors.

The sanitary equipment has been planned for typical school service. The toilet rooms on each of the floors have tile floors and wainscoting and metal toilet partitions. Toilets, urinals, drinking fountains, and washbowls are of vitreous chinaware. Automatic flush valves and self-closing water taps are provided. The showers are of the nonscalding teacher-control type and are fitted with marble partitions.

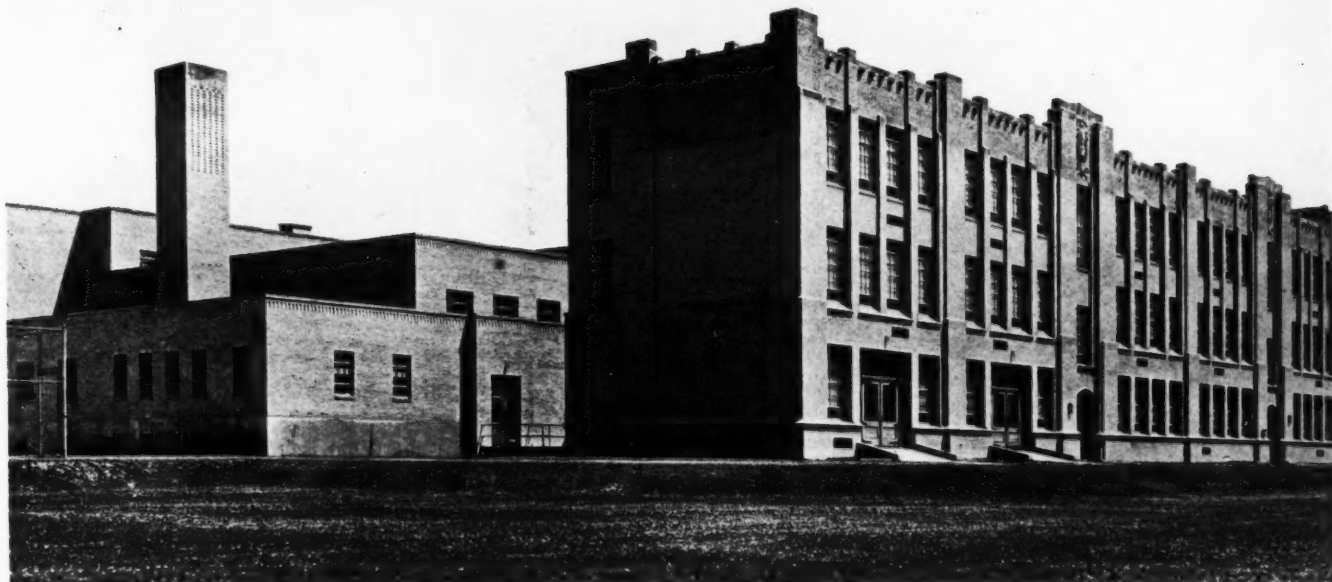
The project was financed by means of a bond issue of \$550,000 to cover the cost of site and building. The building itself cost \$435,000.

The educational program for the building was developed under the direction of Mr. Joseph A. Walker, supervising principal of the Greenport schools.

The architects were Messrs. Tooker & Marsh, New York City, who have planned a large number of buildings in the New York suburban area.

COINS NEW NAME

Gymnatorium is a designation given by Mr. John P. Krick to the combined auditorium-gymnasium in the new addition to the high and grade school at Denver, Pa. The room is arranged with movable seating for 450 persons, has a stage, and is intended to serve both as a gymnasium and as an assembly room.



REAR VIEW, GREENPORT ELEMENTARY AND HIGH SCHOOL, GREENPORT, NEW YORK
Messrs. Tooker & Marsh, Architects, New York, N. Y.

COLOR IN THE CLASSROOM

Complete development of all the powers and capacities of the school children has been the ultimate aim of the educational program in the public schools of Inglewood, California. The child's understanding of esthetic values plays a vital part in this development. Therefore, an attempt has been made to provide surroundings which are best suited to child growth and child development—a place cheerful and happy in an atmosphere where the children may live, work, and grow.

Effect of Color on Child's Health

Physical health and development of the child has been of first consideration. One environmental factor of great importance in health is light. The school has a great responsibility in the avoidance of eyestrain, and therefore should provide schoolrooms sufficiently light to insure healthful reading and working conditions. One light-providing factor in the schoolroom situation is the proper color scheme. Due to the fact that light colors reflect sunlight and dark colors absorb sunlight, it is necessary that the color of the walls and ceilings be sufficiently light so as to throw back into the room just the right amount necessary that the walls and ceilings be sufficiently flat in color to avoid any glare, because eyestrain is often caused by shiny paint on walls or fixtures. Any painting program should give much consideration to glare and reflection factors of paints and calcimines.

The summer painting program of the city schools did this. For example: In painting the community hall, which is a very dark, low-ceilinged building, a light, creamy, neutral color of yellow-green cast was used for walls and the same color nearer white was used for the ceilings. Thus, all the sunlight not absorbed by the light colors was thrown back into the room, giving a very cheerful, sunny effect. The colors of this bungalow were kept very light in color to give plenty of light for work with paint, clay, textiles, and wood. It is a very inviting and practical-looking workshop.

The emotional health of the child is also vitally important. Color in the environment is an essential factor in emotional health, and has in the past been totally disregarded. The school, also, has a great responsibility in the avoidance of nerve strain, and therefore should provide schoolrooms sufficiently harmonious in color schemes to insure healthful working conditions.

Importance of Color Balance

Factors to be considered in color balance are: First, predominant colors in any color scheme should be closely related. For example, if a cool effect is desired with blue as the dominant color, then any neighboring color of blue, such as blue-green, green-blue, etc., can be used most effectively. Or, if a warm effect is desired, then neighboring colors, such as orange-yellow, orange, and yellow-orange can be used. A closely related color scheme

has been used at Highland and Centinela cafeterias. At Highland the walls and ceiling of the cafeteria are of a soft yellowish cream, tops of tables, benches, and counters are a deeper somewhat more vivid yellow, with bright orange edges on furniture and shelves. Furniture bases are painted a dark neutral tone which blends with the still darker floors.

Second, the walls and ceilings should be a subordinated part of any room—particularly in a schoolroom. Walls and ceilings are appropriate when individuals have no awareness of their hue. Also eye-stimulating colors which have an advancing and forceful effect reduce the size of a room, and would, therefore, not seem well adapted to a schoolroom. A good example of a neutral background is the interior of the arts-and-crafts bungalow at George W. Crozier School.

Third, any surrounding should have a certain balance of colors. For example, a room interior done mostly in warm colors—creams, buffs, browns, etc.—should be complemented by small amounts of cool colors, such as green, blue-green, etc. Lack of this color balance can be responsible for extreme irritation of eyes and nerves.

A good example of color balance is found in the two basement rooms at Centinela which were completely done over. The southeasterly room, which gets a good deal of sun, is done in a cool, restful grayed-green which balances and contrasts the warm tones of the furniture and the warm sunlight. The southwest room, which does not get quite so much sun, is done in a warm buff color. Contrasting cool green has been brought into the room in incidental furniture, closet shelves, and potted plants.

The summer painting program based its procedures upon sound principles of health and esthetics in an endeavor to provide for the children and the teachers a cheerful, pleasing, and restful place in which to work.

PROVIDING SAFETY IN THE RURAL SCHOOLS

Garry Cleveland Myers, Ph.D., Head,
Division of Parental Education of
Cleveland College, Western
Reserve University

The rural board of education has its safety problems. It should guarantee, as far as possible, that every child in school is safe.

It needs to guard against fire hazards. To this end, stoves, flues, and chimneys will be inspected at frequent intervals, and the teacher will be urged to report all noticeable defects. Where there is a basement, provision should be made for keeping it free from paper and other rubbish. The coal bin on the porch, or in a separate building, must be kept in safety order, too. Brush and weeds, dried grass, and piles of leaves should not be allowed to accumulate near the school buildings. Waste paper

will be burned with great care and the teacher or janitor warned to see that the stove never becomes overheated.

Hazards of Evening Use of Buildings

Evening entertainments and other exercises offer special hazards to buildings and to lives. The average one-room country school and many central rural schools are not provided with electric lights. Candles and kerosene lamps are dangerous in a crowded room, particularly when there are decorations. In the consolidated school of several rooms and of two or more stories, there should be ample fire escapes; all the exits should be guardedly kept open at special meetings where there are crowds. Some day we shall have fire drills even at such times. Of course, every board of education should prescribe that teachers conduct fire drills frequently with their children; but that the children will not know whether there is an actual escape from fire.

The fire laws require that the exit doors open outward, that there are ample exits never blocked, and that fire escapes are adequate and safe; these laws are sometimes violated. The vigilant board member will not rest until there is a check upon such safety matters and a guarantee that the lives of the children are protected. Anything which appears dangerous, although legal, should be corrected immediately.

Even in a one-room school, lives are in great danger if a fire breaks out. When such a building is packed with children and adults, as it often is during evening public functions, there are special hazards. At such times a person designated by the board should be on hand to insure safety to the occupants. He should watch for fires inside and outside. He should guard against dangers from smokers, and from burning cigaret butts. He should see that aisles are open, and exits clear. If the fire escapes do not seem adequate, some ropes and ladders should be made available. Where the building is wired, the wiring ought to be inspected periodically, and only safety matches should be used.

Fire-Extinguishing Equipment

Few rural schools are connected with a water main. They, therefore, should be provided with chemical fire extinguishers and the teacher trained in using them. When new buildings are constructed, safety from fire ought to be a first consideration. Where coal or gas is burned, the flues need to be inspected, to prevent poisons or asphyxiations from escaping monoxide gas, and from explosives.

Other Safety Features

Every now and then one reads of tragedies from dripping ceilings, from tumbling chimneys, and from falling limbs from trees near school buildings. There are dangers, too, from unguarded high

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A Planned School Plant in a Planned Community

A Conference on School-Plant Planning as Related to Such Aspects of Modern Community Planning as Traffic, Zoning, the Major Street Plan, and Recreation

Paul A. Hedlund, Graduate Student, Teachers College, Columbia University

"Woe to you that join house to house, and lay field to field, even to the end of the place." Thus did Robert Whitten, consultant for the New York State Planning Board, quote the prophet Isaiah in what is the creed of the modern community planner, at a conference called by the Division of Field Studies, Institute of Educational Research, of Teachers College, Columbia University.

Dr. N. L. Engelhardt, chairman of the conference committee, in his opening remarks, stated that the purpose of the conference was to establish a better relation between school-plant planning and other aspects of municipal planning. Present at the conference were school administrators, school planners, architects, and specialists in various phases of community and state planning. These men met to pool their knowledge and to suggest ways and means of securing better cooperation in future school-plant planning. Up to this time, Dr. Engelhardt stated, the school planners and the community planners have largely ignored each other, and school plans have seldom been coordinated with the wider community plan. He further emphasized that our school curriculum has entirely forgotten the subject of planning, and urged that the schools do their share toward making the citizens of tomorrow planning-conscious.

Traffic Problems

Burton W. March, director of the Safety and Engineering Department, Washington, D. C., addressed the conference on the subject: "Traffic Problems and their Relationship to School-Plant Development." He declared that accidents cause the death of twice as many school children as any other cause, and that traffic accounts for one third of these accidents. Traffic accidents are steadily increasing, and the last year has shown a marked increase. The accident toll of life has doubled since 1920. The cost of these accidents is as great as the total national expenditures for education.

Many traffic factors in the selection of the school site and the planning of the school building were discussed by the speaker. Elementary schools, at least, should be located so as to prevent danger to the child from traffic. Through traffic should be confined to only enough main thoroughfares to care for actual needs. These arteries of traffic should never invade residential areas, nor should elementary-school children ever be compelled to cross them on their way to school. When such crossings are necessary, underpasses or overpasses should be provided. Experience has shown that children under ten years of age can be trained to use these means of crossing the street almost 100 per cent of the time. Special traffic hazards, such as traffic arteries, railroad tracks, streets inviting speed, inadequate sight distances, and bad intersections, should be avoided in choosing school sites. An accident-spot map, such as most city authorities have, should be studied carefully when locating a school, in order to avoid those places known to be dangerous.

Traffic hazards on the school property itself are worthy of consideration. Exits should not empty directly into the street, and if they do, protective fences should be erected. By-passes

and short cuts through the school grounds should not invite hazardous traffic. Since the child of today rides to school in many cases, provision must be made for safe loading and unloading of passengers, and for adequate parking facilities on the school grounds. This is especially true of senior high schools, where many pupils drive to school and where auditoriums and gymnasiums are in frequent evening use.

To avoid traffic noises schools should be located away from traffic arteries, should be set far back from the street, and should make use of tree screens to absorb traffic noises.

Mr. Marsh declared emphatically that traffic education must be taken over by the schools, rather than being left to the home, or to chance. Only in the schools, by long exposure to intelligent instruction, can a mental attitude and ideals be set up that will promote traffic safety. He pointed out that as a result of traffic education in thousands of schools, the children are making the only reduction in traffic accidents. In every other age group accidents have increased.

Elementary-school children have been taught to cross streets safely, but a bigger problem is to teach high-school students to drive and to give them a sense of fair play in regard to traffic. Few high-school students realize the immense power and impact of a motor vehicle at high speeds. The physics laboratory and the mathematics courses might get these ideas across.

In the speaker's opinion such a program of traffic education in the schools would inaugurate a new era of traffic safety.

Schoolhouses and City Zoning

"Zoning as It Affects the Location of School Plants" was discussed by Flavel Shurtleff, secretary of the National Conference on City Planning, New York City. He pointed out that to locate schools properly one must have the zoner's data on the density, the growth, and the shifts of population, and must understand the city plan as a whole. Without these data, the locating of a school building is a hazardous investment. It is not right that good buildings be scrapped because they were poorly located. Zoning, on the other hand, will give permanence to a school building and to a residential area.

The speaker admitted that the zoners had their snags. They cannot get what they want, but frequently must compromise. Most zoning ordinances set aside too much land for commercial and industrial use, and for apartments. Redrafting these ordinances to secure better balance would be desirable. Again, too many exceptions are made by administrative bodies in charge of carrying out the zoning laws, and too many changes made in the laws themselves. That no change in zoning laws should be allowed unless passed upon by a zoning expert familiar with the situation, was the speaker's opinion.

The coming of rural zoning was suggested by the speaker. This topic, with its wide educational significance, was stressed by the succeeding speaker, and will be considered in more detail later. Mr. Shurtleff, having surveyed 300 cities of 15,000 or more people, noted that in many cities larger school sites were being

secured. In 20 cities, for every 1,000 increase in population between 1910 and 1920, from two to six acres had been acquired for school sites. The smaller cities were doing better in respect than the larger ones. Some states appeared to be aiming at the Strayer-Engelhardt standards of five-, ten-, and twenty-acre sites. A school site, the speaker said, should be a community recreation center. As such, it will tend to stabilize the surrounding residential community.

A State Planning Program

A scholarly address on "The Aims of State Planning Boards" was made at the luncheon meeting by Robert Whitten, consultant of the New York State Planning Board. The burden of his message was that the state should acquire, in its public domain, large areas of marginal and submarginal agricultural land. These lands are worked by an endless succession of mechanics and clerks, driven from the metropolitan areas by the pressure of economic conditions, only to find that these lands cannot support them. These rugged hills, with their worn-out soil, can bring only grief to those who try to wring a living from them, but as a public domain they have especial value for timber production, for the protection of the all-important watersheds of the metropolitan areas, and for recreational activities, such as hunting, fishing, swimming, hiking, and camping.

By the simple expedient of forbidding human habitation on these lands that are unfitted for it, the state will save vast sums that would otherwise be spent in providing governmental services to these sparsely settled areas. Chief among these expenditures are those for schools. Such a plan would eliminate many of the struggling and inadequate one-room schools of the states, with their high cost per child, and make these funds available to improve the educational opportunities in other areas.

These lands, almost valueless for agriculture, would enrich the state by being turned to the uses mentioned. To leave these lands in private ownership is stupid; to add them to the public domain is to conserve the state's invaluable resources of wilderness.

State planning boards, coordinated by the National Resources Board, should thus design a comprehensive plan for the entire country, setting aside lands for agriculture, commerce, industry, timber, watershed protection, and recreation.

The Major Street Plan

Harold M. Lewis, engineer for the Regional Plan Association of New York City, presented to the conference a street plan for a city characterized by a loop highway surrounding the business section and by radial thoroughfares reaching out into the hinterland, so designed as to set up traffic islands of from 4,800 to 9,000 people, each with its own elementary school. These areas would be free from major traffic and would constitute neighborhood developments.

The plan of the new city of Radburn, New Jersey, is distinctive in this sense, and was mentioned by several of the speakers. The Radburn plan was described in some detail by Ernest A. Harding, superintendent of schools in Bergen County, New Jersey. The city is laid out in superblocks, each about a mile around. No streets run through the block, but the homes may be reached by means of dead-end streets. The center of the block is devoted to a large park, accessible from every house by a system of footpaths. The school is located in this park. Two or more blocks are served by one school, the children crossing the automobile highway by means of underpasses and overpasses. The heavy-traffic highways are kept on the outside edges of the town.

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The Auditorium Period

John G. Rossman, District Superintendent of Schools, Warren, Pennsylvania

Society is constantly demanding that the school curriculum be enriched. The economic depression and its recovery have placed burdens upon schools such as have never been theirs. The shortened working week, the greater amount of leisure time, the better training demanded, and particularly the very evident need of a better-trained citizenry are only a few examples of this increasing demand. On the other hand, throughout the nation, the economic crisis has demanded that the schools operate at a lower cost per pupil enrolled. Nor has there been additional provision made for housing the enrollment which is ever on the increase.

An increasing number of school cities is finding help in meeting this situation through the organization and operation of a period which, for lack of a better term, is known as the auditorium period. It is argued that such a period makes possible decided enrichments, particularly in the matter of meeting the need for leisure time and in presenting opportunities for the actual practice of citizenship in child life. It is further claimed for this period that there is no increase in the cost per pupil, and under certain conditions it decreases the cost per pupil, while at the same time it increases the housing capacity.

Organization and Length of Period

It may be of interest to present some organization possibilities for an elementary school which desires to enroll in its auditorium period twelve to sixteen groups of pupils or approximately 480 to 640 pupils. This does not mean that all groups in the school must be enrolled in the auditorium. It is easily practical to omit pupils of the first- and second-grade levels from this type of an activity and to include only those of the upper primary and intermediate grades. On the other hand, many schools find it advisable to enroll pupils of all grade levels. In any case, if the auditorium period is to exert the influence which its advocates claim for it, the entire conception of the period and its administration should remain flexible and adaptable to the local situation.

The auditorium period is 45, 50, 55, or 60 minutes in length. The length is largely conditioned by the number of periods in the school day and by the number of groups which are assigned to the auditorium. The pupils attend this period once each day for five days in the week.

The Auditorium Room

In each complete auditorium unit there are two rooms, the auditorium proper and the room adjacent to the auditorium, termed the studio. In school buildings where there now exists an auditorium that is unused throughout the entire day, a gain in the housing capacity can easily be accomplished provided this auditorium room, from the standpoint of accessibility and acoustics, lends itself satisfactorily for instructional purposes. The matter of equipment is relatively inexpensive and simple; few articles only are needed besides a piano, a blackboard, a portable motion-picture machine, a flag, and a small stage.

In buildings which do not now have an auditorium, a very practical set-up may be made by taking an average or even an ordinary-sized classroom with a cloakroom adjacent to it. This cloakroom space may be made into a stage, the separating wall being opened up and reconstructed so as to become the arch of the stage. The stage thus formed would be about 12 feet wide and 8 feet deep. An ordinary classroom will easily accommodate 96 tablet-arm junior opera chairs 14 in. in height and 17 in. in width.

These 96 chairs require less space in the classroom than do 40 desks.

When 12 to 16 groups are to be enrolled in the auditorium period each day in the week, two groups, or approximately 80 pupils, will be scheduled to the auditorium room at any one time. Many schools find it practical, when the seating capacity of the auditorium room will permit it, to have more than two groups scheduled at a time; but in considering a school, the size of the one under discussion, the larger number is not necessary.

The Instructional Hour

Two teachers are in charge of the two groups assigned to the auditorium period. One of these is an individual especially strong in administrative detail and trained primarily as a speech teacher. The other has made a specialty of music, particularly music appreciation.

It has been found most practical, no matter what the length of the auditorium period may be, to divide the period into two rather unrelated periods of instruction. The first part of this period, or, in a 60-minute period, the first 30 minutes, may be in charge of the music instructor and given over to music appreciation, community singing, music-memory contests, music history, etc. During this half period all of the 80 pupils will be in the auditorium, except those taken to the studio by the speech-training teacher.

During this same first half period the speech teacher is in the studio with a small group of pupils taken from the large group in the auditorium. Here she trains pupils in oral expression and speech and particularly prepares them for programs as scheduled. The number of pupils with which she may deal varies from a single individual to as many as an entire group.

At the end of the first half of the auditorium period, the speech-training teacher returns from the studio to the auditorium and the music teacher goes to the studio. During the second half of the auditorium period, the speech-training teacher is in charge. At this time, she has the group which she has trained, present the program. She also uses this time for making announcements and for developing programs, such as thrift, safety first, Red Cross, portrayal of visual education, etc. During the last half of the auditorium period, all of the pupils will be in the auditorium.

The Studio Period and the Program

In the second half of the studio hour, the music teacher is in charge in the studio and during this time she gives the more intensive training in rote singing and in the fundamentals of music. The pupils for this period come from the gymnasium and playground. Usually two groups, or 80 pupils, are scheduled to the gymnasium or playground each period of the day. By means of tests these 80 pupils are divided into three divisions. One of these divisions, a small one, is made up of those individuals who are tone deaf and who will profit little by music instruction. They meet the music-training teacher once each week. A second group, and the largest one, is made up of average individuals who can gain considerable in the way of music appreciation and who can profit somewhat by rote singing. They meet twice each week. A third group is made up of those individuals who are selected especially because they are trained or talented in the field of music. They also meet twice each week.

One of the major purposes of this period is to develop in pupils the ability to express themselves clearly and to the point in an audience

situation. To that end, each pupil is given an opportunity of appearing on the stage twice or three times during a semester. It is rather a common rule that no pupil may be used on the stage a second time until each pupil has appeared once. Not all pupils are equally able in making a stage presentation. Some of them are even inarticulate at first. Even such pupils, however, may be used as representing trees, animals, or portions of the staging and thus gradually establish a stage confidence.

Programs and Staging

In presenting productions, no effort is made to secure perfection of performance or setting. A premium is placed upon self-expression, spontaneity, coöperation, and good habits of speech. In both costumes and stage settings, simplicity is the keynote. For the most part the costumes and settings are suggestive rather than being complete in detail. This becomes all the more significant because one of the major purposes of the auditorium period would be defeated if pupils gained the idea that the presentation could be made only with considerable costuming and a well-appointed stage.

The programs presented represent a cross section of all the activities of the school. Each teacher is scheduled to have pupils present programs representing her classroom activities. In a school the size we are discussing, each teacher may have representatives from her class present two or three programs, each semester. In the course of any one week, programs originating in the classroom are scheduled two to three days out of the five days of the week. Usually, it is found practical to give the building principal one 30-minute period each week to present to the groups in each period, and to discuss with them, such school problems as he may see fit. Another 30-minute period is set aside for visual education, outside speakers, and special events.

The Types of Programs

As enrichments have been added to the curriculum, the burden of the classroom teacher has not been lightened. Almost all of the subject matter of 30 years ago has been continued. Much has been added. In short, the classroom teacher is just as busy as she ever has been without the many interruptions which occur in the nature of announcements and of extensions of the school program into the fields of thrift, safety, current events, story-telling, visual education, etc. Nor does the environment in the ordinary classroom lend itself readily to many activities which may better be presented in an audience situation upon a small stage. Or, stated in another way, activities, procedures, and subject matter such as may be the better presented in an auditorium before larger groups become the concern of the auditorium period. The type of program presented, the enlargement of the program, and its content vary materially. A few examples of types and activities follow:

Dramatic Program. Dramatic programs may be divided into two parts. One is the entertainment part such as a dramatization of the classics, pantomimes, original plays written and directed by students, pageants and musical plays, and plays for special days. The second type is the academic program or the type growing directly out of instruction within the classroom.

There is a tendency to overemphasize the dramatic program to the exclusion of other types of presentations. Probably it appeals to teachers and pupils more strongly. On the other hand, it does not lend itself quite so readily to many later life situations.

Pupil-Planned Materials Best

The Pupil-Planned Program. The pupil-planned program is one of the activities which is the natural outgrowth of childish interests.

(Concluded on Page 62)

THE AMERICAN School Board Journal

EDITORS:



WM. GEO. BRUCE

WM. C. BRUCE

The Nation's School-Financing Situation

THE school-finance situation, as applied to the United States as a whole, unquestionably deserves thoughtful attention at this time. It demands new approaches, new study, new solutions. The alarm gong must be silenced, while at the same time a blind faith that things will right themselves must give way to intelligent action. The situation is clear. A new order of things is at hand.

Without attempting to review the history of the recent past it remains to be said that American statesmanship, together with educational leadership, has already accomplished something in the direction of adjustment. The subject of taxation has been approached with a remarkable degree of intelligence and comprehension. Economies, too, implied in consolidation measures, in the enlargement of school-administrative units, reduced budgets, etc., have been engaged in.

It is imperative, however, at this time, to go deeper into the exigencies of the subject, and to deal with the same prospectively rather than in a retrospective sense. The considerations to be dealt with will necessitate the elimination of certain leads followed in the past and the acceptance of new approaches and attacks. The uncertainties as well as the certainties must enter into the figuring.

And here we run squarely into the realities. Is it wise to expect federal aid? Educational statesmanship is not of one mind on the subject. Can an equitable adjustment between support and control be achieved? Is the decentralization in school administration, as we know it today, the same thing that it was a quarter of a century ago? Have not modern methods of communication already provided some of the advantages of centralization without disturbing local control?

Thus, in turning the searchlight upon another phase of the subject, we may well ask ourselves whether the main pressure should be centered upon a return to former budget standards, the restoration of salaries, and the expansion of school programs? Or, whether the uncertainties of the economic future, the ordinary and obvious economics at command of every school system, and wise administrative expedients should not be weighed and measured in the light of a new deal rather than in a return to the old.

If we are confronted with new conceptions and new standards, in brief, with a new deal, then it follows, too, that the great problem of public education must be dealt with in the light of an anticipated future. The struggle will not be how to secure more dollars to spend, but rather to see that the dollar which is secured is spent more equitably, more economically, and more wisely.

While the school-finance situation here and there is most perplexing, it should also be said that on the whole it is quite reassuring. There will be no general breakdown. At the same time the thought that school costs are upon a lower basis temporarily only must be dispensed with. The lower cost basis is likely to remain for some years.

In viewing the subject in its broader aspects it remains that the educational interests are subject to the economic rise and fall to which the country may be exposed. That being true, the schools must for the present accept their proportionate share in the lowering of the cost sheets.

Finally, it remains to be said that the American people recognize the imperative necessity of maintaining popular education upon a high basis of efficiency. The perpetuity of the Republic rests upon the diffusion of that intelligence which makes for citizenship and for which the public schools were established. No thoughtful citizen and no legislator will fail in recognizing the importance of maintain-

ing the nation's system of popular education upon the highest standards of efficiency. It is the same genius that has made the country strong and invincible, that will guard and promote the agencies so essential to its well-being and stability.

Dictatorship in School Administration

THERE is occasionally an outburst against the established order of things in the field of school administration. The public mind being in a disturbed condition finds relief in voicing its protest against anything and everything that is not to its liking. The word *dictatorship* gets into the vocabulary of protest with increasing frequency.

Thus, in a number of instances where superintendents have been eliminated, it was asserted that they were "dictatorial and autocratic." Where principals and teachers were dropped, it was claimed that they were guilty of insubordination.

Whatever the truth may be concerning the several cases that have come to light, it remains that there has been a tendency in instances to depart from the fundamentals that obtain in modern school-administrative concepts. And while there is the tendency to steer the school-administrative ship from its true course there comes, too, upon reflection, a return to accepted procedure and proper course of action.

Thus, for instance, Ralph Dugdale, who came into office August 1 as the newly elected superintendent of the Toledo, Ohio, schools was supported with the following board-of-education resolution: "The superintendent of schools shall be the executive officer of the board of education. He shall initiate changes in both policies and means of procedure and shall present them, with his recommendations, to the board of education for consideration and approval. After approval by the board, he shall be responsible for placing into operation the means through which such policies may be made effective.

"All professional employees or groups of employees shall submit all reports, recommendations, suggestions and requests to the superintendent of schools instead of presenting them directly to the board."

The Toledo newspapers reporting the action could not refrain from stating that the board of education had thereby placed the schools under the dictatorship of Superintendent Dugdale. Those familiar with school-administrative procedure know that there is nothing new in the authority vested in the superintendent of the Toledo schools. If he is to be held responsible for the efficient operation of the schools, he must be clothed with the power of initiative and administration in all matters of a professional nature, subject to the approval of the board.

To assume that such powers come within the domain of a dictatorship is indeed far-fetched and illogical. The tendency of the times is conducive to extreme views and expressions.

The modern board of education is conscious of the fact that its own scope and function is confined to the formulation of administrative policies, and that the professional labors must be delegated to those best fitted to perform them. If the superintendent of schools is to run the schools, he must be given the full authority to do so. Only by giving him the necessary authority can he be held responsible for the results.

Public Hearings on School Questions

THE public mind which is more restive in a period of economic disturbance is inclined to call for public hearings on school-administrative questions. The wisdom of staging such hearings may prove quite expedient where questions of public finance and general policies are to be discussed. The citizen who pays taxes has a right to know how his money is being expended.

Problems may, however, confront the school authorities where public hearings may aggravate rather than allay a situation. A number of such cases have arisen in recent months. We have in mind the case of an eastern city, where the board of education has denied a petition for a public hearing signed by two thousand citizens, and which is typical of the day.

Here is the story: The school superintendent was quietly requested to tender his resignation at the end of the year. Differences had arisen which caused the board to come to the conclusion that

for the good of the school system the superintendent be eliminated and that such elimination be engaged in without impairment to his prestige or the opportunity to find another position.

The superintendent declined the offer. He preferred to contest his case at a public hearing. The board then called for an immediate resignation and declined to stage a public hearing. In urging its reason it held: (1) that the policies of the school board cannot be properly carried out by the superintendent in view of his known opposition to them; (2) that the lack of harmony and coöperation between superintendent and board render harmonious and connoted action impossible; (3) that the best interests of the public schools require the dismissal of the superintendent. "The right of a hearing is not denied, but such hearing need not be public. The superintendent has recourse to the courts where any error on our part can be corrected."

Those not familiar with the inside facts are unable to pass judgment on a case of this kind. It remains, however, that where questions of character and professional prestige and efficiency are at stake, a public hearing is more likely to stir up animosities than to result in an amicable adjustment. The one slated for removal will do himself and the community a greater service by dropping out of the picture gracefully and unostentatiously. In a fight with those in authority, he will get worsted in the end.

This may seem like a harsh conclusion, but unless the man spotted for removal can assure himself of a complete vindication, a public hearing on his case becomes a hazardous undertaking. Unless the school board is entirely in the wrong, and the superintendent merely the victim of an unwarranted charge, nothing good can result. Professional prestige, and the dignity of an honorable career, are things that must be protected. If the accuser is not generous enough to do this, the victim must do so if he wishes to conserve his future.

Procedure in Dismissals from the School Service

IT HAS become evident that many of the changes in the school personnel engaged in by boards of education throughout the United States at the present time are accompanied by contention and controversy. Dismissals from the professional service are resisted by enlisting public sympathy on the one hand, or by resorting to the courts of law on the other.

An unfortunate situation arises when the change is made through an outright dismissal rather than through a tactful elimination. The privilege of permitting the one slated for removal to submit a resignation is not always granted. Differences of opinion may have arisen between a board of education and the superintendent of schools which have aroused ill feeling and resulted in drastic action. The superintendent is told by board action that his contract will not be renewed. The public press makes this fact known to the constituency, and public opinion is aroused in one direction or the other.

In dealing with changes, more particularly with the office of superintendent or principal, it must be remembered that professional prestige is an asset which may be seriously impaired by a peremptory dismissal. The school executive who is deposed may look for another position. His livelihood is at stake. If he has failed in one community, he may succeed in the next. Conditions may have arisen in one which makes retention difficult and embarrassing. In another community, the conditions may prove more favorable.

It remains, therefore, that the school authorities should deal with the subject of personnel changes in a tactful and circumspect and humane manner. A peremptory dismissal leaves the impression that there has been an offense which deserved radical measures when the trouble may be assigned to an honest difference of opinion as to professional policies and departures. This by no means argues that the board of education, whose duty it is to conserve and promote the interests of the school system is always right, or that the superintendent or principal slated for removal, is really at fault. No outsider can pretend to judge between the right and the wrong unless he is entirely familiar with the inside facts. The board of education has the right to choose the professional workers who shall be employed and to drop them again at the expiration of their term of service.

But, while the selection of that service involves an important task, the removal may prove equally important. The interests of the school

child must in either case remain the main objective. It should nevertheless be added that in dealing with professional service that a dismissal based upon malice and prejudice cannot be condoned. The spirit and fairness and equity must enter into every action dealing with the employment and dismissal of such service.

Interference with School-Administrative Department

WE DO not recall a time during the past four decades when school-administrative labors were subjected to a greater scrutiny on the part of the citizenship than that encountered at present. The disturbed condition into which the country has been plunged finds expression in the protest spirit which is manifested against the action of boards of education in the performance of their administrative duties.

Thus, when the contract with a superintendent is not renewed, a principal has been demoted, or a teacher dropped, the citizenship speaks its mind in sharp criticism. But, the protest spirit has also entered the student body. Someone connected with the professional service has been transferred, demoted, or dismissed and immediately a body of students walks out on a strike. They parade the streets, flaunt banners expressing their dissatisfaction and telling the board of education just what must be done.

There can be no doubt that the citizenship has the full right to praise or denounce the action of its public servants. It may even resort to protest against action which is clearly wrong. But, in no instance, can it be said that a student body is wise in entering upon a procedure whereby it rejects the offerings of the school.

Another evil which has confronted school-administrative bodies is the protest tactics by means of petitions. The board of education has entered upon an action which displeases the few. These circulate a petition which is liberally signed. The average person finds it easier to sign a petition than to refuse doing so. Thus, a petition signed by a thousand citizens may reflect the wishes of a small fraction only. At the same time, the larger fraction may not understand the issue in all its bearings, and signs a protest petition with a complacent indifference.

The assumption must be that the administrative body is possessed of all the facts in the case and therefore certain as to the wisdom of any policy pursued in reaching a determination. A board of education duly chosen is not only vested with the responsibility of managing the school system, but it is held directly responsible for the success or failure of the same.

The time to voice a protest effectively is at a school election. It is then that the citizenship may register its choice for those who shall govern the school system. That choice carries with it confidence in those who have been chosen. Indifference and neglect in manifesting an active and wholesome interest in school elections may result in dissatisfaction later on.

Proposed Code for Textbook Industry

THE proposed code of fair competition for the textbook publishing industry has been submitted by the Federal Government. The document proceeds to outline the hours of labor, wages, and general labor provisions that must be observed, and then enters into the trade practices that shall govern.

Here a set of rules are provided which forbid inaccurate advertising and false reference to competitors, false billing, and secret rebates. Likewise, they discountenance selling on consignment, unlawful inducements, interference with another's contracts, and regulates price fixing, maximum discounts, minimum wholesale prices and exchange allowances, sample copies, and contractual conditions. One rule provides that "No publisher shall permit the reproduction of any copyright material in mimeograph, multigraph, or any other form that will impair the sale of the publication from which the material is taken." Another says that "No provision of the Code shall be so applied as to permit monopolies or monopolistic practices, or to eliminate, oppress, or discriminate against small enterprises."

The code in its present form, which is subject to some minor changes, contains a number of commendable provisions. There can be no doubt that certain evils have crept into the industry and that both producer and consumer in the textbook field should welcome practices which insure greater equity to all concerned.

Present School Problems and Opportunities

A School-Board Member's Views

In a recent radio talk, Mrs. M. P. Summers, member of the Sioux City, Iowa, board of education, advanced some thoughts on the present problems on school administration. By way of an introduction, she pointed to the concern manifested by the Federal Government as early as 1787 in the cause of public education. She quoted the famous preamble which reads: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged."

Mrs. Summers then passed from old-time conceptions to a modern situation. She said: "This great American enterprise, with its thousands of branches, large and small—locally owned and operated—present as nearly as possible a picture of perpetual motion in industry. Fed by the nation's one never-failing, and ever-increasing crop, there is no chance for a slowing down of the wheels of this business without disastrous results. Prosperity nor depression, peace nor war, flood nor drought, government edicts or regulations of crop control, codes nor the New Deal influence in any way the intake of this factory."

"As surely as the rising of the sun, we can expect to see once and sometimes twice a year, this crop of five- and six-year-old tiny buds of humanity clamoring at the gates for entrance, rosy-cheeked, shining-eyed, eager for their first big adventure."

The Schools and Public Support

"No educational system can rise higher than the demands of the public from which it derives its support, its privileges, and its powers. We must realize, therefore, that the existence of the public school today, whether of the one teacher, one director rural school type, or the larger system with a million dollar a year payroll and its board of education composed of three, five, or seven members—is for the sole purpose of educating the children of this nation."

"The greater the economic stress, the greater the emphasis on the business interests involved, and the past few years have presented many such illustrations. Observing obstructionist propaganda and activities throughout the country, one learned of many elections resulting in the selection of school-board members interested not in the legitimate purpose and welfare of the public schools, but in the faction or business he or she represented. The citizen who comes into the board of education membership with the proverbial 'ax to grind' or a disgruntled chip on the shoulder is not likely on the whole to become a desirable or serviceable school official—for prejudice will not allow for open-mindedness."

"When hearing of the impassioned pleas for drastic reductions in the interest of the business side of the ledger, with no thought of the penalty imposed upon the educational side, we have felt keenly the need of going back in our thinking to original purposes and principles involved, that we may once again have a clear perspective of the situation. Perhaps one of the very real factors in this depression has been the loss of faith and confidence we have had in one another. The thoughtful citizen must realize that qualified representatives of the people, serving the interests of education without pay, can reasonably be expected to administer the business of the schools with as much fairness and good judgment as they would their own personal affairs."

"We have likened the public-school system to a great industrial factory; we would now point out the one great point of difference. A business depression such as we have been experiencing bringing with it loss of revenue through lack of business, can mean but one course to pursue in the commercial world—an immediate retrenchment and curtailment of operation to meet a reduced income. In the educational field, a very different story. Here, too, we find loss of revenue through failure of payment of taxes, but a steady increase in 'business' due largely to the inability of the commercial world to absorb the normal output of young men and women who would under ordinary

conditions leave school at an early age to make their own living."

Cutting Programs and Budgets

"From the standpoint of the community a good school is a decided asset for it enhances the rental and property values of the community. A good school system is always an inducement to homes with children, which naturally means better business for the community."

"An immediate problem of education today is the army of youth constantly being poured into our communities; youth—qualified, eager, and impatient to be doing something—but who cannot find employment for hand or brain. These young people if not gainfully employed will not stagnate—youth is too restless, their minds are

too busy. Unemployed youth, with undirected thought and an overabundance of idle leisure time will soon be a challenge that the older adult population will have to recognize."

"The public school is finding the need of its services beyond the legal age of minors—and the federal relief programs of recent months have emphasized the possibilities of the schools for a continuation of the education of the young and a reeducation of adults. Pupils who were unable to carry out a well-rounded program during their regular school years should be given an opportunity to enrich their lives by the knowledge of these additional subjects—music, art, home economics, and vocational education. Every community, large or small, should thoughtfully establish a program of recreation and physical education—quite frequently such a program would call for little more than sincere interest, and effort on the part of a small group of people. Such programs are sound investments for general well-being, and happiness, and are cheaper by far than hospitals, reformatories, and jails."

Organization of the Supplementary Reading Set Library for Elementary Grades

F. H. Gilliland, Superintendent, Devils Lake, North Dakota

Many school systems are not getting the maximum benefits from the money that boards of education are investing in elementary-grade reading material. A visit to most elementary-school buildings will reveal a complete lack of organization in this respect. A close inspection of these books will often show unusual collections of new books, old books, worn-out books, books with and without covers; and sometimes books that should have been worn out many years ago, but for some reason have not been used and are now too far out of date to make interesting reading except for the student in historical research.

A few years ago, I was surprised when I looked at a large set of apparently new books in my school system and discovered—stated boldly—the prediction that some day in the future we would be riding in automobiles. What an interesting book for our children to be reading! They could not help but regard it in the same light as we would the reading of a civil war newspaper for information on present-day living. In many of our schools, such books are still in use either through necessity or through lack of organization of what reading material is available for the school system. Such reading material serves only as dust collectors, it has no factual or literary value and may act as a damper on the natural reading activities of the child. On the other hand, I was surprised at the number of books found which proved to be excellent reading material which had not been used because that set was too small, or the teachers did not know of its existence, or the teachers did not like the looks of the cover of the book. In any event, it resulted in a direct loss and waste for the community concerned.

Several steps are necessary in organizing a supplementary reading service if it accomplishes its purpose. (1) Teachers must know what book sets are available; the number in each set; the grade for which it is best suited; the type of reading material; the condition of the set; and exactly what reading material is to be required for the group she is teaching. (2) The books must be prepared for use by protection against soiling and rough usage. (3) All books must be stored by sets when not in use so that each set may be easily found. (4) Each set of books should have a container of some sort for protection from light, dust, and other agents of deterioration. (5) A sample copy of each book should be available in a central place so that teachers may look over readers available in order to make proper selections for their groups. (6) Some sort of delivery system must be maintained between the storage room and the teacher who is to use the set of books; and for the immediate return of the books to the storeroom,

so that the books may be ready to serve another group without waste of time.

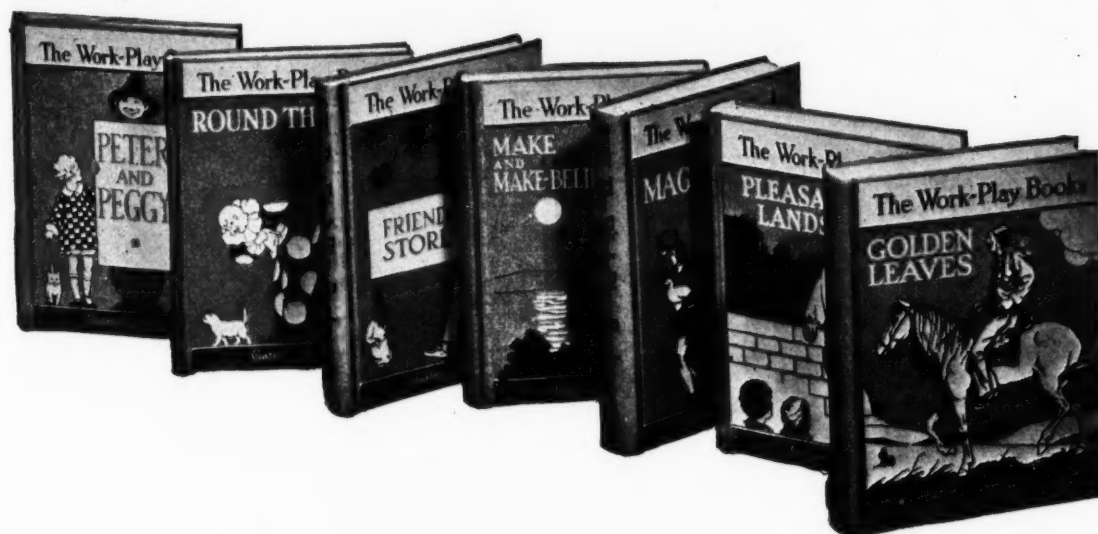
If all of the steps in this plan are followed as explained below, I am sure that the school will get more use out of its books; the books will be more attractive in appearance; the book sets will be worn out by constructive usage instead of being sidetracked to be destroyed at some future date; teachers will not complain about having an insufficient supply of reading material when adequate money has been expended for such purposes; the supervisors will have a record of all reading material each teacher may use during the course of the semester; the reading sets will be so centralized that needed replacements and repairs can be made intelligently and the worries of the administration of this program will be over for the supervisor having this in charge.

Each teacher should be given a printed or mimeographed list of the readers available for her. This list should show the name of the reader including the name of the series; the type of reader as health, nature study, etc.; the number of copies in the set; and the container number—the container number being used by the teacher in making requisition for the set. The teacher can usually make her selection from this list without consulting the sample-reader shelf at the centralized point. Occasionally new readers are added to the list, and it is necessary for the teacher to examine a copy in order to determine the advisability of using it, or the time of using it. I would recommend that the list given each teacher also include the readers available for grade groups, as often a teacher has occasion to use readers for abnormal children.

Books can be preserved adequately by applying a good coat of clear shellac to all the old books once a year, and by giving the new books two thorough coats before putting them in circulation. This work can be assigned to janitors for the annual vacation period. Before this annual process of preservative treatment is started, it is advisable to have someone who is acquainted with supplementary reading material examine all copies in order to take out the unusable copies or the entire set if it is not in condition to use for another year. Notes should be made of each set, showing its condition and the number of new books needed for replacement. It can be decided later if the set is worth replacements, or if it may be more advisable to take the remainder of the usable readers for use on reading tables of grade rooms, or if they are to be placed in grade-building libraries.

A rack built along the lines of the golf-club rack usually found in the golf-club professional's shop makes a good arrangement for the storage of book containers when not in use.

(Concluded on Page 46)

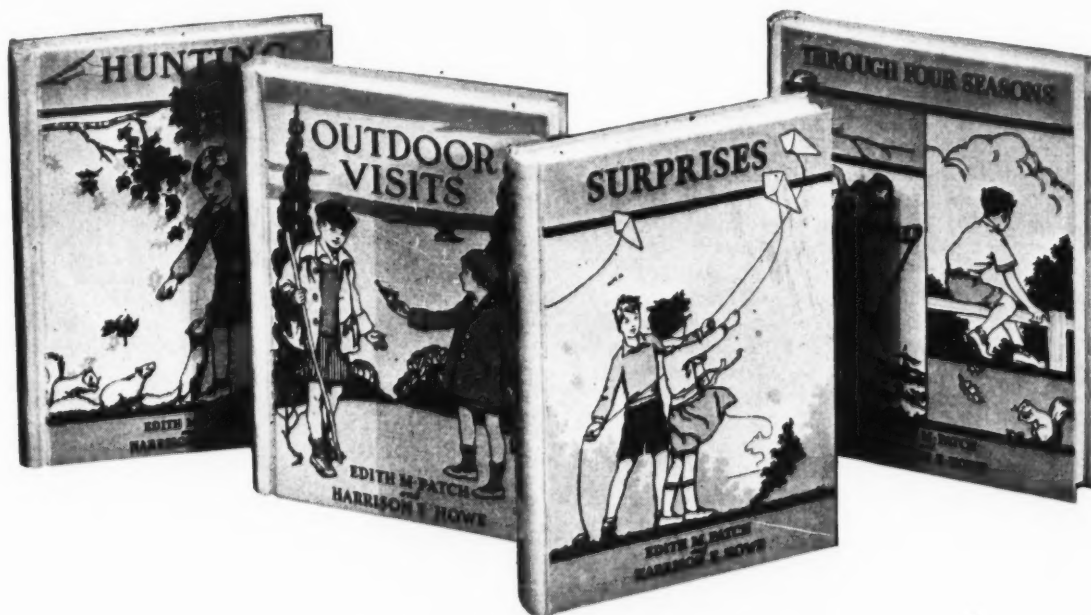


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(Concluded from Page 44)

A container for each set of books is easily built. Janitors can do this work during slack periods or during the vacation period. The container must be solidly built as it will receive some rough usage in the delivery service. I believe the container can be most economically built by using a softwood lumber that does not split easily. We made the bottom and ends of the boxes out of $\frac{3}{8}$ in. lumber and the sides and lid out of $\frac{1}{2}$ in. lumber. The boxes should be made in at least three different lengths, one group 18 in. long, another 24 in. long, and another 32 in. long. These lengths should conform to the number of books in the reading sets usually used in a smaller school system. Readers for the primary grades take much less space than those of the upper grades. All the boxes should be 7 in. high and 8 in. wide. This is too large for the smaller books, but it will take care of the larger sets and the boxes will be uniform without much loss of space or material. A screen-door handle—large enough to grasp with the entire hand—makes a good handle for carrying the box. The lid may be secured by placing two right-angle irons on each side of one end of the box so that one end of the lid will slide beneath the projections. The other end of the lid may be secured by an ordinary hasp and snap. The completed box will probably cost about 35 cents, not counting the labor.

To make the containers neat and clean in appearance, one good coat of paint will serve the purpose. The rack which houses the containers should be painted. It is well to use a light-colored paint so that lettering on the rack or the boxes will show plainly.

Each box should be numbered for convenience in locating and accounting. The box should bear the same number or letters as the space in the rack in which it is to be stored.

I would suggest keeping a regular library card in the sample book showing when that set was taken out, by whom, and when it was returned.

Several year's use of this method of handling supplementary reading sets has proved its value to the pupil, teacher, and the supervisors in charge.

Perhaps it would be of no value in the small school system having but one group for each grade in the entire system, but in any system having two or more groups for each grade it is a sound organization of this material with adequate returns.

Book News

The Lenes Essentials of Arithmetic

By N. J. Lenes and L. R. Thaver. Six books for grades three to eight. Paper, 160 pages, $8\frac{1}{2}$ by $10\frac{1}{2}$. Each book, 44 cents. Laidlaw Brothers, Chicago, Ill.

These books comprise a complete course in arithmetic—textbooks and workbooks combined. The textbook material—explanations, sample solutions, and oral exercises—is printed on the inner one third of the page and is permanently bound. The remainder of the page, which is detachable, contains the problems to be worked out and handed in or corrected by the pupil; the problems are printed with space for answers and for computations. A pupil's score card and record of achievement accompanies each book.

Teachers will find these books practical in content and method. Dr. Lenes is well known for his *Test and Practice Sheets in Arithmetic*.

Humanized Geometry

By J. Herbert Blackhurst. Cloth, 206 pages. Published by the author at Drake University, Des Moines, Iowa.

The subtitle of this book provides a clue to its purpose: It is "an introduction to thinking." The author argues that geometry in the high school should be used "as a resource in exposing and studying the processes of thinking." He does not believe in the potency of formal discipline, but holds that young folks can never learn to reason inductively and deductively, unless they have considerable experience in consciously using these forms of thought.

The book, which follows the basic arrangement of topics required by college entrance boards and by the several mathematical associations, is distinctive in three respects: (1) Each group of topics is introduced by means of an explanation in which the history as well as the purpose and the difficulties of the following propositions are presented. The uses of mathematics in human life are also suggested. (2) The various theorems are

presented in the form of propositions with proofs in the usual mathematical form. Following each proof, which is clearly labeled as inductive or deductive, there is a brief history of the proposition and a series of exercises carefully graded and drawn in a few instances from current life, science, and industry. (3) Each important group of propositions is followed by a review test of the modern type, to enable the student and teacher to quickly determine how well the propositions are understood. Finally, a series of extra-credit propositions is provided for rapid students.

Teachers of mathematics may thoroughly disagree with the author's point of view and with his method, but they cannot help but be impressed with the validity of the objectives and the interesting character of the entire work.

Language in Elementary Schools

By Paul McKee. Cloth, 494 pages. \$2. Houghton Mifflin Company, Boston, Mass.

Language in the Elementary School is a recent volume of the *Riverside Textbooks in Education*, edited by Ellwood Cubberley; it deals with spelling, composition, and handwriting.

The author examines the research work of the past two decades in the teaching of these subjects and makes evaluations and recommendations concerning the results. He points out the fact that in the field of spelling considerable progress has been made toward establishing definite objective standards for choosing 4,000 or 5,000 words that should be taught, but that the grade placement of these words has not been so well agreed upon.

Less has been done for composition, but there is general agreement that more attention must be given to oral composition than has been customary. The book discusses oral composition in all phases suited to the grade schools—conversation, announcements, the telephone, introductions, speeches, story-telling, etc.

Written composition is treated as a live, practical subject under such subheadings as letter writing, story-telling, creative writing of prose and verse, etc.

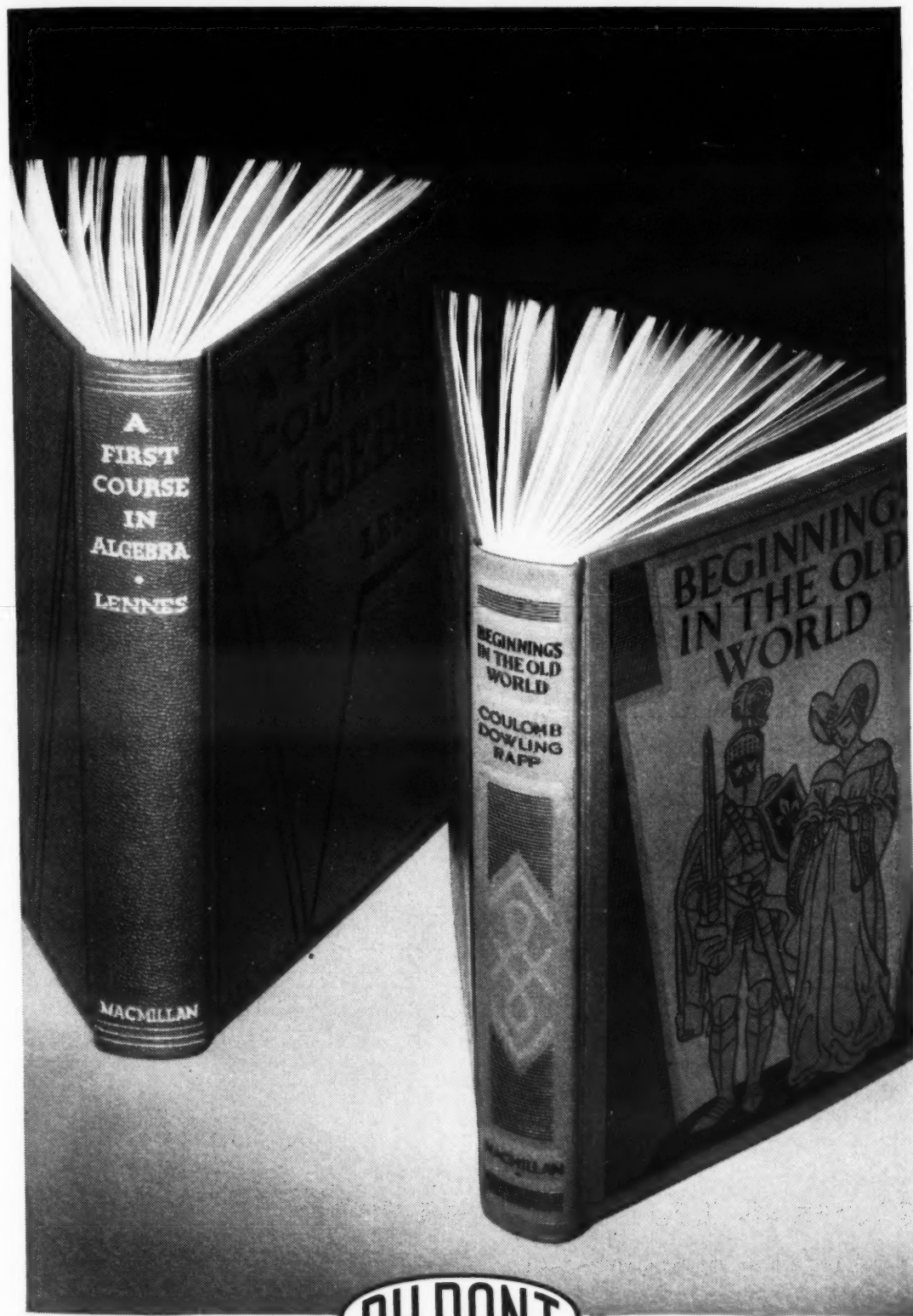
Handwriting is discussed from the viewpoint of practical objectives and its general educational value.

This work will be valuable as a textbook in teacher-training institutions and for the private study of the teacher and the principal who wish to base the content of the curriculum and methods of teaching upon a scientific basis.

(Continued on Page 48)

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(Continued from Page 46)

20th Century Typewriting

By D. D. Lessenberg and E. A. Jevon. Cloth, octavo, 300 pages, illustrated. \$1.48. South-Western Publishing Co., Cincinnati, Ohio.

Here is the second edition of a popular textbook. The above description is for the complete edition of a two-year course. The course is published also in two volumes at \$1.20 each.

The basal features of the original edition have been retained and new developments included. Special attention has been given to the fact that typewriting is now generally taught for individual private use as well as for vocational use. Knowledge of the keyboard is developed logically and gradually, one or two characters at a time, each one related to the home position of the finger. "Action" pictures rather than diagrams are commonly used to help the pupil to visualize finger movements.

Teaching Manual for Language Goals

By Harry G. Paul and W. D. Miller. Cloth. Two books: grades 1 to 4, 255 pp.; grades 5 and 6, 220 pp. Lyons and Carnahan, Chicago, Ill.

Language Goals has been reviewed in these columns — a series of language books based upon the actual needs of pupils and modern methods of satisfying these needs. The authors have rendered a well-planned course still more efficient by the preparation of these teachers' guides to explain the principles upon which their course was based and to assist the teacher in carrying out the plans of the individual lessons.

Student's Guide to American History

By W. A. Hamm and Madeline K. Durfee. Paper, 158 pages. Price, 48 cents. D. C. Heath & Company, Boston, Mass.

American history as here presented for study by high-school classes is divided into twelve great periods, each characterized by more or less closely related events and resulting in a marked change in the fundamental social, political, and economic conditions. Each of the units include (1) an introduction or statement of the general situation, (2) an outline of the main events, (3) a group of required assignments for study and report, (4) a map study, (5) a series of additional problems for the fast students, (6) a co-operative or group assignment, (7) suggestions for collateral reading, (8) a bibliography, and (9) a review. The authors have carefully placed the level of the problems and readings high enough to be a constant challenge to students and to require reflection and a thorough understanding of the causes of major

events and conditions. A few of the suggested readings appear to be rather too difficult and philosophical for high-school students, and will require careful explanation on the part of the teacher of debatable points of view. In fact, it may be questioned whether some few of the readings do not seriously conflict with the views of large and conservative groups, particularly religious groups.

Happy Health Stories

By Mildred H. Comfort. Cloth, 160 pages. Price, 70 cents. The Beckley-Cardy Company, Chicago, Ill.

A series of health stories for supplementary use in fourth-grade classes. The stories are intended to aid the teacher in outlining the high points of a health program and in stressing the relation of the balanced diet to good health, physical vigor, and mental development. They stress the value of milk, fruit, and vegetables by explanations of their functions in body building.

The material is well organized and presented, the print is clear and of good size, and the illustrations are in three colors.

My Government

By C. J. Anderson and George A. Hillier. Cloth bound, 278 pages. Published by E. M. Hale and Company, Minneapolis, Minn., Milwaukee, Wis.

The text embodies what the average pupil in the grades ought to know about the government of the state in which he lives. It tells him about town, village, county, and state government. The scope and function of each unit is described in popular language. The authors initiate the student into the activities of deliberative bodies, into administrative service, and the function of the judiciary.

The typographical make-up of the book is splendid. The illustrations are well chosen.

Prediction of Vocational Success

By Edward L. Thorndike and others. Cloth, 308 pages. \$2.50. The Commonwealth Fund, New York City.

This book reports the first comprehensive effort made in the United States to learn actual results of vocational guidance. Professor Thorndike and his associates carried out investigations and kept records of the careers for ten years of 1,807 individuals whose school records they investigated and to whom they gave tests at about the age of 14.

The studies seem to indicate that tests are better than school records for predicting vocational success and nearly as good as the opinions of past teachers. Success in school at the age of 14 and scores in intelligence tests at that age have almost no value in

predicting future success in mechanical work. Students "who score high in school advancement, clerical intelligence, abstract intelligence, and scholarship have far above average probability of reaching the college level." "The item of grade reached at a given age should be considered whenever a child's further education, or anything depending upon that, is considered." "The higher a pupil's scores are in tests of clerical intelligence, clerical activities, general intelligence, school progress, and scholarship, the more his success at clerical work will surpass his success at mechanical work."

The first half of the book consists of numerous tables compiled by the investigators and an analysis and interpretation of the findings. The second half, in a group of appendixes, describes the tests and the methods of investigation, and presenting various forms of record cards, etc.

The Copyreader's Workshop

By H. T. Harrington and R. E. Wolseley. Paper, 314 pages, illustrated. \$1.32. D. C. Heath and Company, Boston, Mass.

Teachers who have the problem of training high-school students to edit the school paper will welcome this highly practical textbook and workbook. It is written definitely on the high-school level; treats all the situations that may arise in editing copy, reading proof, and making up pages; and applies exactly the same technique that is used in the commercial newspaper office.

The book would be a valuable supplementary text for any high-school class not only in journalism, but in general English composition.

The Living World

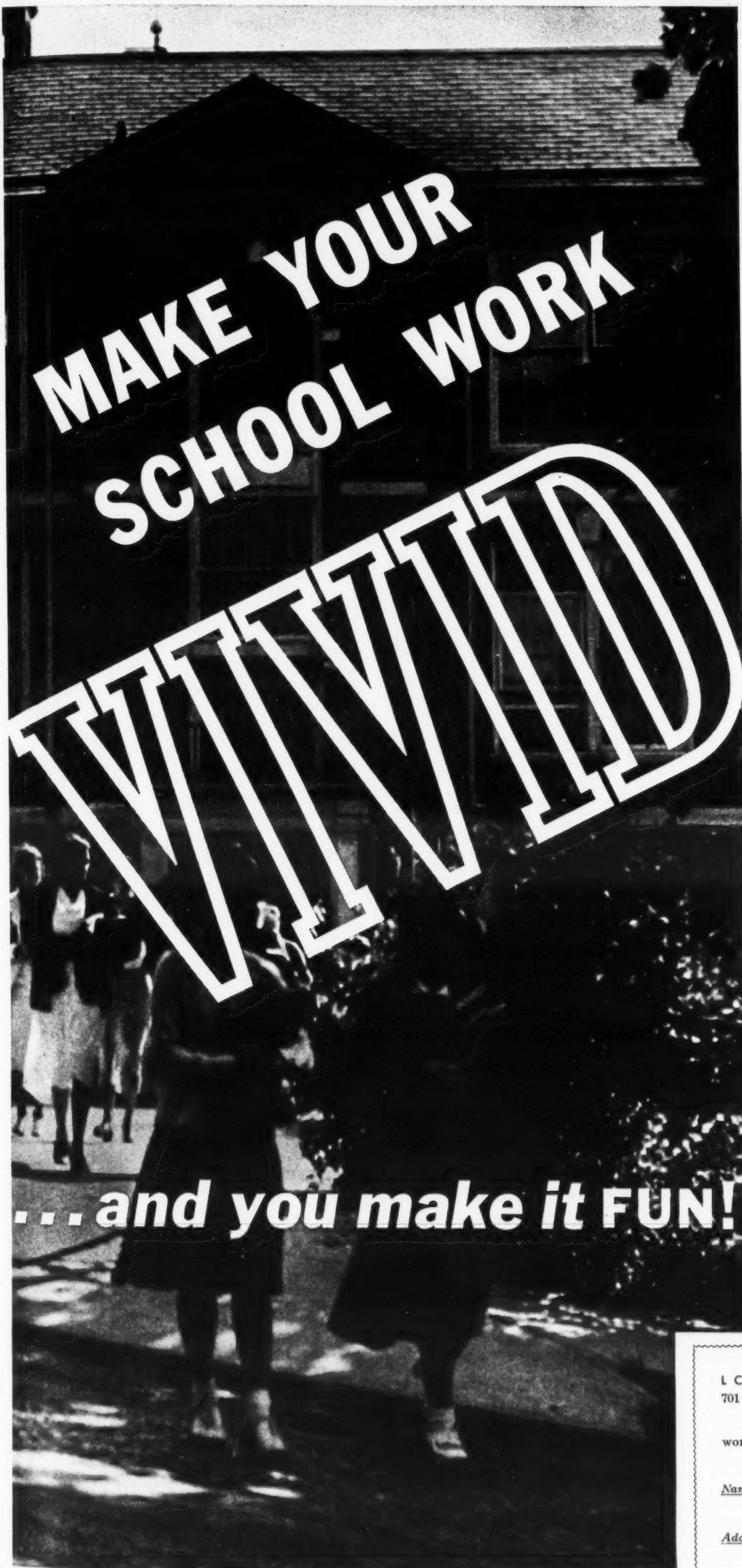
An elementary biology. By Helen Gardner Mank. Cloth, 673 pages. Price, \$1.68. Benj. H. Sanborn Company, Boston and Chicago.

Another high-school textbook whose chief claim to "difference" lies in the fact that it has a number of questions at the close of each chapter which are not primarily answered in the regular reading but require additional observation and additional reading from other sources, and a "review" at the end of each subject arranged as "true-false," "fill-in," and "selection" tests.

The book will appeal to teachers whose training has been more largely influenced in the department of education than in the field of the subject of biology.

There is an unevenness throughout the book that is quite noticeable. Some parts are too easy and some

(Continued on Page 51)



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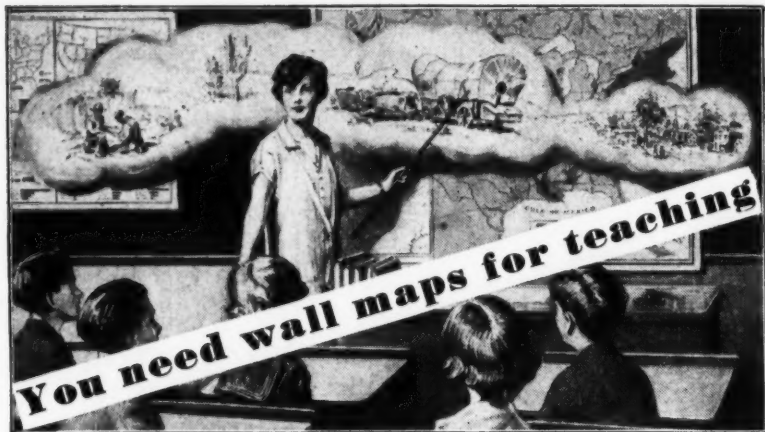
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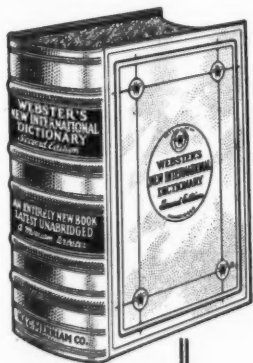
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Africa Speaks



May 26, 1934

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I am also sending you a copy of Pilgrims Progress "Like Li Woeke" printed in Basa which we have recently published. The boys are still sewing them. We printed 5000. A few years ago we printed 5000 in Bulu and all are bound in Roxite.

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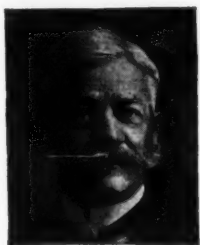
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(Concluded from Page 48)

too difficult for the rank and file of high-school students who must use the book. Much more material is furnished than can be covered adequately in one year. The great amount of material provided is, however, an advantage, in that it will assist the abler and faster student to accomplish more than is assigned, and at the same time, make it possible for teachers, in different parts of the country, to select what they consider significant or especially useful.

The author has apparently considered the "sales" appeal of those states which have forbidden the use of the word *evolution* in a text, for neither that word nor Darwin's name appear in the index. The material usually appearing under an evolutionary caption is here found under "natural selection," where it belongs quite as properly as under any other title. However, the failure to mention words commonly used in a science does give the student the idea that the author has not faced the facts.

The book is well illustrated, the problems are quite well chosen, the questions for discussion are ample, and the workmanship of the entire volume is good.
—E. J. M.

Progressive First Algebra

By Walter W. Hart. Cloth, 416 pages, illustrated. \$1.28. D. C. Heath and Company, Boston, Mass.

We like the approach to the subject used in this book; the author puts the fundamental concepts in a concrete way that students should be able to grasp; he knows the tricks of his profession well. The inductive method is used throughout in approaching new topics. An abundance of simple material is given for practice. Tests of various kinds are provided in keeping with modern pedagogy. There are many practical problems, and motivation is further provided in the illustrations which show examples of modern needs for mathematics. Provision is made for work on different levels of ability. In short, Professor Hart has produced a concise, teachable, first-year algebra.

Directed Geography Study

Book Three. By Robert M. Brown and Mary T. Thorp. Paper, 128 pages. 52 cents. World Book Company, Yonkers, N. Y.

The third book of this very practical series is intended as a basal guide or a workbook for a one- or two-year course in grades seven to nine. World Interdependence is the general theme. There are four unit problems of a general nature, seven on the United States, and seven on Typical Interdependent Nations.

Outlines, questions, and suggestions are supplied for use with a class library of standard textbooks and a reference library. The lessons are planned upon the unit problem method of study and research.

Boy

By Luis Coloma. Edited by Myron B. Deily. Cloth, 228 pages. The Bruce Publishing Company, Milwaukee, Wis.

Although Padre Luis Coloma was recognized as one of the most brilliant and versatile of Spanish novelists of the past generation, yet this is the first of his works to be edited and arranged for the use of Spanish classes in the United States.

The story itself is based upon actual events in the life of the author and his boyhood friend whom he calls "Boy." The editor has done his work carefully. In addition to careful attention to the text, he has supplied seventeen pages of explanatory notes and a complete vocabulary.

Exploring the World of Science

By Charles H. Lake, Henry P. Harley, and Louis E. Welton. Cloth, 702 pages, illustrated. \$1.76. Silver, Burdett and Company, Newark, N. J.

The authors of this textbook in general science for high schools have used their own teaching experience in selecting and arranging the subject matter representing both the physical and the biological sciences. They have divided the book into sixteen units with problems, experiments, questions, etc. Constant attention is given to motivation and student interest, and this is more specifically provided in the "exploring" introduction and leading questions at the beginning of each unit.

Graded Objectives for Teaching Good American Speech

By Sophie A. Pray and others. Cloth, 98 pages. E. P. Dutton and Company, New York City.

This work by expert teachers of phonetics is intended as a guide for teachers who have already mastered the subject. The units of study outlined are considered suitable for pupils of all ages. The elaborate system of symbols for sound notation will "frighten away" many teachers who need the book.

The Status of the High School Principal in the State of Pennsylvania

By James Franklin Carter. 116 pages. Published by the Westbrook Publishing Company, Philadelphia, Pa. This volume affords information on the history and present status of educational effort in the State of Pennsylvania. The data presented was gained through

an exhaustive survey fostered by the State Department of Public Instruction. It directs its attention more particularly to the status of the school principal, manner of appointment, educational requirements, compensation, tenure, etc. The last chapter deals with a summary and recommendations.

Standards for Junior High School Buildings. By N. L. Engelhardt. Paper, 155 pages. Published by Teachers College, Columbia University, New York City. These standards have been developed to accompany the Strayer-Engelhardt Score Card for Junior High School Buildings and are intended for the guidance of architects, superintendents, and members of school boards who are faced with the problems of school-building planning and construction. The standards are intended to fit the present as well as the future needs of school-building programs but it is recognized that they will need change and revision to meet the changing demands of the time. The booklet discusses in detail the site, the service system, the classrooms, the special classrooms, the administration rooms, and the lighting. There is a complete bibliography on the subject and a collection of suggestive literature covering the use of the score cards for school buildings.

State School Legislation of 1933

Circular No. 5, May, 1934. Issued by the Research Division of the National Education Association, Washington, D. C. A summary of school legislation covering only the most important bills before the several state legislatures during the year 1933. The nine major topics treated in the report are finance, building and equipment, instruction, pupils, codes and commissions, school districts, school organizations, schools and classes, and teachers. The report shows that practically every state legislature gave attention to school legislation on one or more topics. School finance was considered by 46 states, pupils by 40 states, buildings and equipment by 26 states, and school codes by 8 states. The legislatures authorized or put into effect salary reductions for teachers in 11 or more states. The reductions will amount to from 5 to 20 per cent in Delaware, 10 to 15 per cent in Maryland, 20 per cent in Minnesota, 30 to 35 per cent in North Carolina, and to not more than 15 per cent in Wisconsin. The general salary reduction act of 1932 in Indiana was extended to 1936.

Smoke Prevention

By Frank A. Chambers. Paper, 24 pages. Prepared and printed under the auspices of the International Union of Operating Engineers (school custodians) of Chicago. The problem of smoke is discussed for janitors by a practical combustion engineer.

References to Recent Studies of State School Finance

Bulletin of March 31, 1934, of the research division, National Education Association, Washington, D. C. A list of references on state school finance studies, prepared by the research division as a part of the state school legislative reference service.

School-Finance Status of Cities in the United States

Situation Becoming Easier and a Brighter Day in Prospect

(Concluded from August)

An inquiry into the school-finance situation of leading centers of population, demonstrates the tendencies that are in progress at this time. Specific questions addressed to the school superintendents have elicited direct answers which are here presented. These questions were the following:

The Questions Asked

1. Are your budget appropriations for the ensuing school year more or less than those of the previous term?
2. Has there been any tendency to restore salaries upon their former normal basis? Have you increased or reduced teaching force for the ensuing school term?
3. What progress, if any, is made in the direction of planning new school buildings and making additions to old buildings? Are any repairs or renovations of the school property engaged in during the summer months?
4. Do you find any easement in the tax situation of your municipality? Is there any improvement this year over last in the collection of delinquent taxes? Does your board of education hold to an optimistic view or the contrary on the school-finance situation?

The Answers Received

AKRON, OHIO. The budget for 1934 is about one million less than that of 1930. It will be higher by \$728,000 for 1935, due to increased enrollment. It aims to restore all salaries to the 1931 status. The budget makes provisions for maintenance and repairs. No new structures. *Ralph H. Waterhouse, Superintendent.*

AMORY, MISS. Budget for 1934-35 represents increase of 10 per cent and a gradual return to predepression level in several respects. *J. G. Bridges, Superintendent.*

ATLANTIC CITY, N. J. Budget 2.5 per cent less. Salaries same as last year (15 per cent reduction from 1930 basis). Force remains same. No new buildings needed. Repairs as usual. Tax situation better. We are optimistic. *A. S. Chenoweth, Superintendent.*

BALTIMORE, MD. Budget for 1934 increased by \$500,000 over 1933. In order to balance budget, salary contributions were made: 7½ per cent on \$2,100 and over, 5 per cent on \$1,200 to \$2,100; none on salaries below \$1,200. A new junior high school will be opened in September. Three additions to elementary schools are under way. Repairs as usual. Tax collections good. Outlook favorable. *David E. Weglein, Superintendent.*

BAY CITY, MICH. Budget slightly higher, but we do not know where the money is coming from. No prospects of restoring salaries. No new buildings. Some repairwork. Tax situation remains same. Optimism based on faith rather than realities. *G. L. Jenner, Superintendent.*

CANTON, OHIO. Budget slightly less. No tendency to restore salaries or increase staff. No new construction. Necessary repairs are made. Little easement in tax situation. Some improvement in delinquent taxes. *J. H. Mason, Superintendent.*

DAYTON, OHIO. Budget slightly less. No possibility at present to restore former salary schedule. Teaching force same. New building projects suspended until legislature provides constructive action. Repairs made through F.E.R.A. There is an improvement in per cent of tax payments. However, the tax valuations are further reduced and the net returns are no better. Optimism hinges largely on legislative action. *C. V. Courtier, Superintendent.*

EAST CHICAGO, IND. Budget more. Tendency to restore salaries to 1932-33 basis. No change in staff. No new buildings. Repairs few. There is an easement in the tax situation. Also improvement in delinquent taxes. Rather optimistic. *Roy W. Feik, Superintendent.*

ELIZABETH, N. J. The budget of \$1,850,000 for 1934-35 is less by \$50,000. No tendency to restore the 10 per cent salary reduction. Teaching force about the same. No new buildings. Repairs as usual. A waiting policy on taxation. Things improving. *Ira A. Chapman, Superintendent.*

EL PASO, TEX. Budget higher. This year \$770,000; next year \$775,000. Tendency toward a 5-per-cent salary increase. Force the same. Repairs the same. No new buildings. Slight indication of tax assessment. Some improvement in collection of delinquent taxes. Mildly optimistic. *A. H. Hughey, Superintendent.*

FALL RIVER, MASS. Budget same. The 20 per cent salary cut imposed April, 1931, not restored. Slight increase in high-school faculty. The replacement of school destroyed by fire still undetermined. C.W.A. funds amounting to \$230,000, and local funds of \$85,000 have been applied to repairs and renovations. Tax situation remains difficult. Owing to decline of textile industry, valuations have dropped from 214 millions to 109 millions. Tax collections have been good. *Hector L. Belisle, Superintendent.*

FRESNO, CALIF. Budget higher by 5 per cent. Salary 2½ per cent of 10 per cent cut restored. One new building planned. Cost, \$105,000. Some improvement in tax delinquencies. Board optimistic. *O. S. Hubbard, Superintendent.*

HOLYOKE, MASS. Budget increased by \$10,500. Salaries restored by 5 per cent. Policy of not filling vacancies still in effect. Two buildings renovated under C.W.A. and F.E.R.A. projects. No new buildings planned. Tax situation much improved. School-board optimism definitely on upgrade. *William R. Peet, Superintendent.*

INDIANAPOLIS, IND. Budget about same. Total increase about \$30,000. Salaries not restored. Staff reduced by 150 over two years ago. First unit of a new high school planned. Entire new building expected. Repairs as usual. There is easement in the tax situation due to Home Owners Loan Corporation and state support. *Paul C. Stetson, Superintendent.*

JOHNSTOWN, PA. Budget and salaries same. Repairs as usual. Feeling optimistic. *James Killius, Superintendent.*

NEW ROCHELLE, N. Y. Budget for 1934 less than 1933 by 5 per cent. No action on restoring salaries. Teachers are returning 17 per cent of their salaries. Hope we may reduce this by 5 per cent. No new buildings needed. Repairs as usual. Tax situation improved somewhat. Legislative relief hoped for. An optimistic trend. *Clifford S. Braydon, Superintendent.*

PEORIA, ILL. Budget increase of \$57,000 1934-35. The building-fund requirements for 1934-35 are \$153,000. The reductions in salary for 1933-34 of eight holidays constituted 4 per cent and was a temporary reduction only. It was restored for 1934-35. Teaching for same. No new buildings. Repairs as usual. Tax situation uncertain. Funds for restoring bonds at hand. *W. B. Reed, Treasurer.*

PITTSFIELD, MASS. Budget less. The salary decrease of April, 1934, remains. No new structures. Little if any easement in the tax situation. Some improvement in delinquent tax collections. *Edward J. Russell, Superintendent.*

PITTSBURGH, PA. The budget for 1934 is \$56,737.17 less than the preceding year. The tax was cut one mill. No tendency to restore the 10 per cent reduction in salaries effective July 1, 1932. Teaching force reduced by 30, due to decrease in enrollment. No new buildings planned. Tax collections about same; namely, 72 per cent. Board is confident. *Ben H. Graham, Superintendent.*

SAN DIEGO, CALIF. Budget higher. No salary reductions restored. Force increased. Some additions to school buildings now being made. Repairs and maintenance regular. Tax situation slightly improved. Likewise delinquent taxes. Feeling somewhat optimistic. *Will C. Crawford, Superintendent.*

SAN FRANCISCO, CALIF. Tentative budget slightly higher. Movement on foot to restore in part salary reductions. Plans are being prepared for several new school buildings to be paid out of \$3,000,000 bond issue approved by Federal Government which has made a grant of \$864,000. Large reconstruction work made necessary by earthquake damage is in progress. Tax delinquencies have not been serious. Board is conservatively hopeful. *Edwin A. Lee, Superintendent.*

SEATTLE, WASH. Budget for 1934-35 higher by \$378,079 or 7.6 per cent. Partial restoration of salaries contemplated. Staff the same. No pressing need for new buildings. Repairs as usual. Collection of delinquent taxes decidedly improved. Current school finances better than year ago. *Worth McClure, Superintendent.*

UTICA, N. Y. Budget same as last year. Teaching force reduced by voluntary resignations. A new high and new grade school in course of erection, costing \$1,292,000. Repairs as usual. There is no easement in tax situation. Board hopeful. *John A. De Camp, Superintendent.*

WACO, TEX. It seems likely that budget for next year will be 6 or 8 per cent higher. All this will go into salaries. New building projects at standstill. Repairs are made. Tax collections considerably better. Board optimistic. *B. B. Cobb, Superintendent.*

WATERLOO (EAST), IOWA. Budget is more rather than less. Salaries and teaching force remain the same. Tax situation has improved. Delinquents are coming in better. Board is optimistic. *J. M. Logan, Superintendent.*

WOONSOCKET, R. I. Budget appropriations more for ensuing year than last. Provisions made to restore salaries to former basis. Teaching staff increased. Repairs during summer months as usual. Tax situation better. School committee holds optimistic view on school-finance situation. *James F. Rockett, Superintendent.*

WORCESTER, MASS. Budget more. Tendency to restore salaries. Force about same. No new buildings. Repairs, yes. Collection of delinquent taxes improved. Feeling optimistic. *Emily M. Bauer, Chief Clerk.*

HONORING A SUPERINTENDENT

William H. Keister, superintendent of schools of Harrisonburg, Va., was especially honored at the close of the school year in a program in commemoration of forty years of service to the schools of the community. The program, which was arranged and carried out under the direction of the Harrisonburg City Council, was held in Wilson Hall of the State Teachers' College at Harrisonburg. The program consisted of music and talks given by local and state officials in commendation of Mr. Keister's work in the schools.

An oil painting of Mr. Keister, painted by Miss Glenna Latimer, of Norfolk, was presented to the school board by J. O. Stickley, chairman of the finance committee of the city council. It was accepted by E. R. Lineweaver, chairman of the city school board.

PERSONAL NEWS

• T. W. MAHAN, of Lee, Mass., has taken over his duties as superintendent of schools at Leicester. Mr. Mahan succeeds M. C. Knight, who has gone to Hyannis.

• HARRY A. BROWN, of Keene, N. H., has assumed the office of superintendent of schools at Needham, Mass. He succeeds J. P. Davis, who has gone to Bridgewater, Conn.

• SUPT. L. A. WHITE, of Minot, N. Dak., has been reelected for the next year.

• SUPT. G. O. BANTING, of Waukesha, Wis., has been reelected for a new three-year term.

• JAMES W. VOSE, of Ashburnham, Mass., has been elected superintendent of schools at Marblehead.

• FRED C. ENGLISH, of Calais, Me., has taken up his duties as superintendent of schools at Amesbury, Mass. Mr. English is a graduate of Colby College and holds a degree from Teachers College.

• MR. JAMES D. CARSON, of New Dover, Ohio, has been elected superintendent of schools at Belle Center, to succeed Walter G. Findley, who resigned the position.

• MR. C. C. ROBERSON, of Metamora, Ohio, has accepted the superintendency at Continental.

• SUPT. W. A. ANDREWS, of Lake City, Minn., spent the summer at the State Teachers' College, St. Cloud, Minn., where he served as guest instructor in school administration and secondary-school technique.

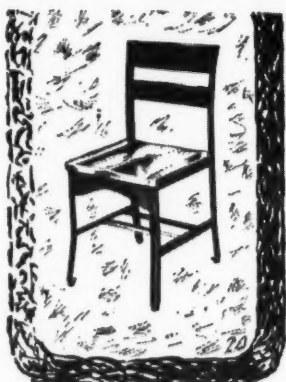
• C. C. DUFF, of Moran, Tex., has taken up his duties as principal of the high school and teacher of science at Cisco.

• T. R. HERSH, of Sylvania, Ohio, has taken over his duties as superintendent of schools at East Palestine.

• SUPT. RALPH IRONS, of Evansville, Ind., has entered upon a new five-year term as head of the public-school system.

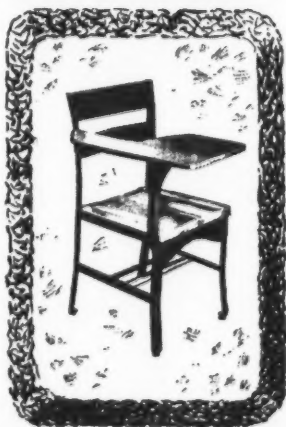
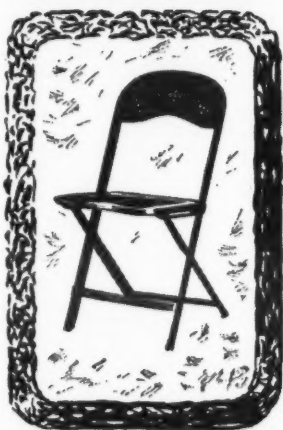


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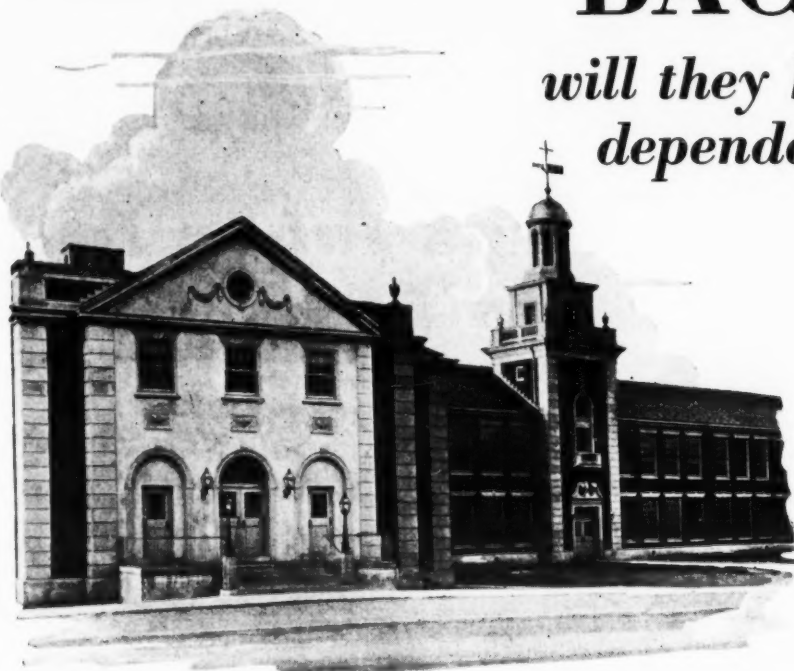
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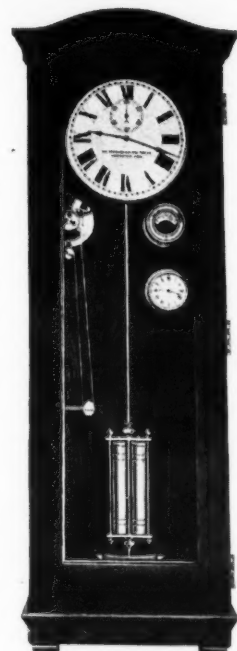
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School Law

School-District Property

As against the surety on a bond of a contractor for a school building, the materialman was held bound by the amount of the claim for materials in recorded accounts which could not be increased by pleading and proof (Vernon's annotated civil statutes, art. 5160).—*Aetna Casualty & Surety Company v. Higginbotham-Bartlett Co.*, 71 Southwestern reporter (2d) 592 Tex. Civ. App.

Under a school-building bond of a contractor and his bond for release of the lien, the materialman had two essentially different causes of action (Vernon's annotated civil statutes, arts. 5160; 5472b-1).—*Aetna Casualty & Surety Company v. Higginbotham-Bartlett Co.*, 71 Southwestern reporter (2d) 592 Tex. Civ. App.

A materialman who furnished materials to a contractor for a school building was held not entitled to recover on a bond for release of the lien as a common-law bond (Vernon's annotated civil statutes, arts. 5160, 5472b-1).—*Aetna Casualty & Surety Company v. Higginbotham-Bartlett Co.*, 71 Southwestern reporter (2d) 592 Tex. Civ. App.

Under allegation and proof that a contractor for a school building was secreting himself, evading service, and a transient person, the materialman was held entitled to judgment against the surety on the contractor's bond (Tex. revised statutes of 1925, art. 2088; Vernon's annotated civil statutes, art. 5160).—*Aetna Casualty & Surety Company v. Higginbotham-Bartlett Co.*, 71 Southwestern reporter (2d) 592 Tex. Civ. App.

Where the contractors on a high-school building received money from the city on a construction account and deposited money in their bank account, the materialman who received a check from the contractors drawn against the bank account, was held entitled to apply payment on preexisting indebtedness of contractors rather than on account for materials furnished for a particular school contract in the absence of direction as to the application of payment.—*Andrew v. Bishop*, 172 Atlantic reporter 752, Me.

A person contracting with the board of public instruction to furnish and drive a school bus to transport children of tender years is bound to use every reasonable precaution for children's safety and prevent any harm or damage coming to them.—*Burnett v. Allen*, 154 Southern reporter 515, Fla.

School-District Claims

A count of declaration, charging that the defendant in furnishing and driving a public-school bus was intoxicated and negligently permitted a 7-year-old student to get out of the bus while it was in motion, and thereby enabled him to cross the road while a truck was approaching which struck the student, was held not demurrable.—*Burnett v. Allen*, 154 Southern reporter 515, Fla.

A count of declaration, charging that the defendant, who furnished and drove a public-school bus, negligently permitted a wire screening to fall into disrepair, thus enabling a student to reach through the screening and open the door while the bus was in motion, and thus permitting a 7-year-old plaintiff to alight and cross the road while a truck was approaching which struck the plaintiff, was held not demurrable.—*Burnett v. Allen*, 154 Southern reporter 515, Fla.

Teachers

A county board of education cannot reject the nominations made by the county superintendent of schools for principals, assistant principals, and teachers for county consolidated and high schools, except for lack of moral and educational qualifications (Ky. statutes of 1930, §§ 4399a-7, 4399a-11).—*Hale v. Board of Education of Calloway County*, 70 Southwestern reporter (2d) 975, 254 Ky. 96.

Where a county superintendent failed to renominate or insist on the election of a high-school teacher after rejection of his recommendation by the county board of education, the board could elect other teachers nominated by the superintendent, and hence the teacher whose nomination was rejected could not compel her election by the board (Ky. statutes of 1930, 4399a-7, 4399a-11).—*Hale v. Board of Education of Calloway County*, 70 Southwestern reporter (2d) 975, 254 Ky. 96.

A parish school board has the exclusive right to appoint and employ by written contract public-school teachers for the parish, and its authority cannot legally be delegated (La. act No. 100 of 1922, §§ 20, 49).—*Lanier v. Catahoula Parish School Board*, 154 Southern reporter 469, La. App.

A parish school board had the right to refuse to enter into a contract with teachers on the ground that their parents did not vote for the special school tax, since the board could refuse without giving any reason (act No. 100 of 1922, 20, 49).—*Lanier v. Catahoula Parish School Board*, 154 Southern reporter 469, La. App.

A statute requiring a written contract between the school board and a teacher is mandatory (Mo. an-

notated statutes, 2962, 9209, pp. 1827, 7081).—*Massie v. Cottonwood School Dist. No. 36 of Nodaway County*, 70 Southwestern reporter (2d) 1108, Mo. App.

Pupils

A person contracting to furnish and drive a public-school bus becomes a special contractor for hire under a contract with the board of public instruction, which inures to use and benefit of persons to be transported under the contract.—*Burnett v. Allen*, 154 Southern reporter 515, Fla.

SCHOOL LAW

♦ The governing board of a school district in California may lawfully enter into a contract with an adult child of one of the members of the said board where there is no relationship between such parent and child which would result in the parent's being financially interested in the earnings of a child. The attorney general has held that a contract entered into between the board of a school district and a minor child of one of the members of the board is invalid under the school laws of the state.

♦ The New York Court of Appeals, in a recent case, has rendered a decision that the school trustees of a common-school district have authority to employ an architect to draw plans and specifications. The opinion was given to the school board of District 5, town of Horseheads, which had hired Mr. George S. Veazie, an architect, to draw plans for the reconstruction of the Lenox Avenue School.

After the plans were drawn the district taxpayers rejected the proposal to build the addition. The school board had paid Mr. Veazie \$1,000, but he claimed they owed him \$2,600 more under the contract by reason of the fact that he has to receive for the plans 3½ per cent of the estimated cost of the building. The trustees refused to pay the additional money on the ground the education law did not give them authority to hire an architect. The court allowed a total of \$1,600 for the "rough" plans.

♦ State Commissioner of Education Charles H. Elliott, of New Jersey, has ruled that local boards of education are prohibited from investing inactive funds through the purchase of municipal bonds or other means, unless specifically authorized to do so by law. The ruling was given to prevent an action like that in the city of Somers Point where the city government took \$8,000 of the unused school money and invested it in municipal bonds. An agreement was made that the city would repay the amount to the school board for the payment of teachers' salaries.



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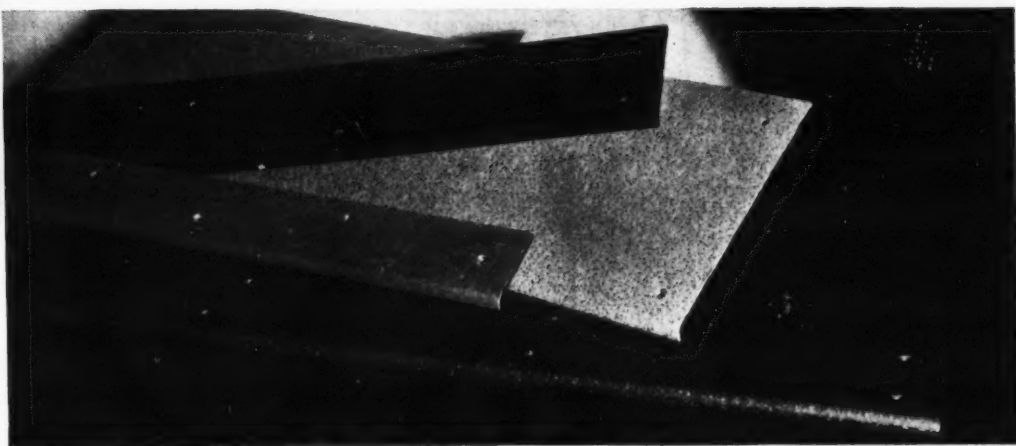
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School Finance and Taxation

PORTLAND ISSUES A FINANCIAL MEMORANDUM

The board of education of Portland, Oregon, issues annually, through the secretary, Mr. E. T. Stretcher, a financial memorandum which gives a complete insight into the financial situation of the school district. The memorandum is a four-page printed leaflet which readily fits into a commercial envelope and shows at a glance all of the salient facts concerning the general fund of the schools, the outstanding warrants, the outstanding bonds, the sinking fund, the assessed valuation, and the millage of property, the tax collections, the budget income and budget disbursements.

A page is given to the exact financial status of the district at the close of the current year. The report shows that the estimated budget of the year 1933 was \$3,977,335 and the actual receipts were \$3,245,973. This reduction of \$731,361 in receipts was made more serious by a deficit from preceding years amounting to \$413,066. During the year 1933, savings were made through economies and curtailments amounting to \$517,031 so that the deficit on January 1, 1934, was \$627,325.

The schools have outstanding \$886,206 in warrants and have available \$273,733 worth of liquid assets which can be used to offset outstanding warrants. The board of education is actively planning to improve the situation during the coming year.

FINANCE

♦ Willmar, Minn. Tax receipts for personal-property taxes and the first half of real-estate taxes for 1933 taxes are 47.1 per cent, as compared with 44.9 per cent a year ago. Tax delinquencies for the year are about 15 per cent, which is considered very low. The first distribution of state income-tax revenue gave the district \$2,600, which, according to the law, must first be applied to outstanding indebtedness. The distribution is made upon the basis of the number of pupils between 8 and 16 years on the census list.

♦ Amory, Miss. The board of trustees has approved a budget for the school year 1934-35, which indicates an increase of 10 per cent over the estimate of last year. Although no general increase was voted, it shows a gradual return to the predepression level in several respects.

♦ Lockport, N. Y. The school board has adopted a budget of \$532,283 for the school year 1934-35, compared to \$497,178 a year ago. The amount to be raised by taxation is \$281,458.

♦ Indianapolis, Ind. The school board has adopted a budget of \$5,916,038 for the school year 1934-35, which is a net increase of \$30,894 over the 1933-34 estimate. Personal service in the budget shows a net increase of \$4,327.

♦ Adrian, Mich. The board of education has adopted a budget of \$170,459 for the school year 1934-35. A direct tax of \$124,459 has been set for the school year.

♦ Austin, Minn. The board of education has voted to pay off \$20,000 of its bonded indebtedness. This reduces the bonded debt of the school district to \$473,000. The high point of the debt in 1925 was \$963,000.

♦ Kansas City, Kans. The board of education has approved a recommendation of the finance committee and has voted to sell its municipal and government securities in the amount of \$448,611. The decision to sell was made because of the satisfactory condition of the bond market at this time.

♦ Minot, N. Dak. The tentative budget of the school district for 1934 calls for a levy of \$130,561 for general purposes. Last year the amount of the general levy was \$129,291.

♦ Fairfield, La. The 1934 budget of the school board calls for a total tax levy of \$100,000. It provides \$81,000 for the general fund and \$19,000 for the school-building fund.

♦ Wellsville, Ohio. The board of education has set the 1934 budget at \$108,905. Of the total, \$35,610 will be used for bond retirement, and the remainder for general operating expenses.

♦ Galion, Ohio. The board of education has adopted a budget of \$102,860 for the school year 1934-35. The budget indicates a decrease of \$1,397 below the estimate of 1933-34.

♦ La Grange, Ill. The school board of District No. 102 has adopted a budget of \$175,387 for the school year 1934-35. The budget includes provisions for an upward revision of the salary schedule, and for repairs to buildings amounting to \$9,000.

♦ Elgin, Ill. The board of education has adopted a budget of \$453,225 for the school year 1934-35, which is an increase of \$20,265 over the estimate for 1933-34. The teachers' salary item was increased \$6,500 from \$287,000 to \$293,500 to provide additional funds for the employment of new teachers.

♦ Ottawa, Kans. The board of education has adopted its budget for the year 1934-35, calling for a total of \$131,198. The budget calls for a school-tax levy of

\$1.859 on each \$100 or an increase of 7½ cents over last year.

♦ Waterloo, Iowa. The west-side board of education has adopted a budget of \$226,959 for the school year 1934-35. The new budget is an increase of \$11,690 over the estimate for 1933-34.

♦ Minneapolis, Minn. The school board has ruled that persons and organizations renting school buildings must pay the rental fee in advance. The rule was passed because the board had experienced some trouble in collecting rentals in the past.

♦ Blue Island, Ill. The school board has voted to close the schools in December as a means of saving on heating and lighting expenses. There will be a vacation of two weeks in the spring and the school term will be extended one week in June.

♦ Portsmouth, Ohio. The board of education has adopted a budget of \$555,170 for the school year 1934-35. The new budget represents an increase of \$114,000 to cover a 10-month school term and the restoration of 10 per cent of the pay cuts of teachers and employees.

♦ Minneapolis, Minn. The school board has adopted a tentative budget of \$8,397,836. A total of \$7,474,101 is included for the payment of personnel, which is an increase of \$1,521,415 over the estimate for 1933-34.

♦ St. Louis, Mo. The board of education has sold \$2,000,000 in school-building bonds approved by the citizens on May 15. The bonds brought a premium of \$9,980, or about one half of 1 per cent, with interest at 3 per cent a year. The money obtained from the sale of the bonds will be used in carrying out a new school-building program calling for four new schools and six additions.

♦ Findlay, Ohio. The school board has adopted a budget of \$271,855 for the school year 1934-35.

♦ Johnson City, Tenn. The school board has adopted a budget of \$193,976 for the school year 1934-35. The budget is an increase of \$18,000 over the estimate for last year.

♦ Bucyrus, Ohio. The school budget for the year 1934-35 calls for a total of \$177,740, which is a reduction of \$1,515 from the estimate of 1933-34. The reduction was effected by cuts in operating costs. The amount for teachers' salaries was set at \$80,000.

♦ Painesville, Ohio. The school board has adopted a budget of \$220,657 for the school year 1934-35, which is a reduction of \$34,343 from the estimate of 1933-34. The new budget provides \$100,000 for teachers' salaries, \$10,500 for janitors' supplies, and \$44,706 for bonds and interest.

♦ New Philadelphia, Ohio. The school board has

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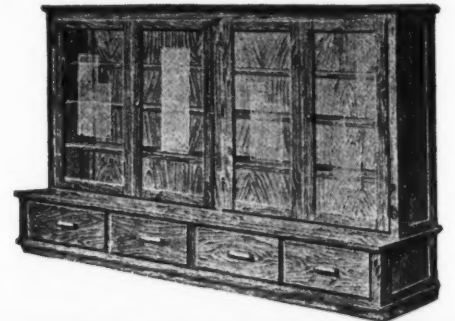


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adopted a budget of \$152,000 for the school year 1934-35, which is a reduction of \$7,000 from the estimate of last year.

♦ Council Bluffs, Iowa. The school board has adopted a revised budget, calling for a total of \$627,386 for the year 1934-35, or an increase of \$73,418 over the original estimate.

♦ Oconomowoc, Wis. The school board has adopted a budget of \$79,299 for the school year 1934-35, which is an increase of \$93,094 over last year. The increase provided for the restoration of 3 per cent of the salary reductions of the past three years.

♦ Evanston, Ill. The board of school trustees has adopted a budget of \$671,867 for the year 1934-35, which is an increase of \$93,094 over last year. The increase provided for the restoration of 3 per cent of the salary reductions of the past three years.

♦ Lake Charles, La. The school board of Calcasieu Parish has adopted a budget of \$247,515 for the school year.

♦ Lexington, Ky. The increase in state per capita from \$6 to \$11.60 for the year ending July 1, 1934, has enabled the city schools to restore nearly all of the salary cut, as well as to make certain necessary improvements. The additional per capita was even more worth while to other cities in the state since Lexington receives only about 20 per cent of its total revenue from the state.

♦ Supt. Z. W. Springer, of Ohio County, W. Va., has prepared a budget of \$800,000 for the next school year. The budget includes \$200,000 in state aid which will be used as basic salaries for eight months of school.

♦ Tulsa, Okla. The board of education has approved a general-fund budget amounting to \$1,843,000 for the current fiscal year. The general-fund budget is based on a 15-mill levy and a valuation of approximately \$117,000,000 for the school district.

♦ Topeka, Kans. The board of education has adopted a budget of \$1,023,191 for the school year 1934-35. The budget is based on a valuation of \$70,000,000 and means a tax rate of 17.47 mills per dollar, or \$1.75 per \$100.

♦ State Supt. James N. Rule, of Pennsylvania, has given warning that he will insist upon the elimination of extravagances and unnecessary expenditures before granting school districts additional money from the \$5,000,000 special emergency-aid fund. It was revealed that school boards in more prosperous times engaged more teachers than they needed and allowed compensation to school-board officers and noninstructional employees entirely out of keeping with the duties of the positions.

♦ Bronxville, N. Y. Dr. Edmund B. Day, president of the board of education, has reported a shortage of \$33,266 in school funds, due to the operations of a former business manager, who has been charged with grand larceny.

♦ Garden City, N. Y. A \$200,000 school-bond issue, representing one half of the annual school budget for the year beginning July 1, has been authorized by the citizens at an election. The approval of the bond issue has lowered the tax rate from \$1.08 to 56 cents per \$100 of valuation.

♦ Belleville, Ill. The board of education has adopted an annual tax levy of \$226,250 for the school year 1934-35, of which \$166,250 is for educational purposes, and \$60,000 for building purposes.

♦ Topeka, Kans. The board of education has voted to reduce the bonded indebtedness of the school district by \$151,000 during the fiscal year. During the last fiscal year the board paid off \$110,000 on the school debt. Bonds outstanding now total \$2,070,851, compared to the high mark of \$2,201,703 established on July 1, 1933.

♦ Paris, Mo. The voters recently approved a \$35,000 school-bond issue for the construction of a new high school.

Under the proposal, it is planned to erect a school and auditorium costing \$80,000. The board has \$24,000 in insurance money paid on the old building, and the Federal Government has advanced a loan of \$35,000 which will be applied toward the financing of the construction.

♦ Fargo, N. Dak. The board of education has planned a levy of \$332,250 for operating expenses of the schools, and \$83,800 for interest and sinking fund during the year 1934-35.

♦ Sioux City, Iowa. The school board has adopted a budget of \$1,462,200 for the school year 1934-35, calling for an increase of \$60,500 for current school purposes. The general fund calls for a total of \$1,228,000. Proposed action to restore part of the salary cuts was voted down following the disapproval of the state comptroller.

♦ Newton, Iowa. The school board has adopted a budget of \$170,014, which devotes \$130,050 to the general fund, and \$28,539 to the school-building fund.

♦ Easton, Pa. R. E. Peifer, secretary of the board of education, has issued a financial report, showing a balance of \$45,504 on hand at the close of the last fiscal year. While the report reflects a healthy condition of the finances, the schools during the year suf-

fered a loss of assessed valuation and a loss of revenue amounting to approximately \$30,000. The new school year 1934-35 will be started with an anticipated deficit of \$12,000 due to the construction of additions to the Easton Senior High School.

♦ Residents of several North Shore suburbs, including Winnetka, Wilmette, Glencoe, and Kenilworth, in Illinois, have rejected a proposal to increase the educational and school-building tax levies from 1 to 1½ per cent.

♦ San Bernardino, Calif. The board of education has adopted a budget of \$751,949 for the school year 1934-35.

♦ Duluth, Minn. The board of education closed the fiscal year 1933-34 with a deficit of \$157,000, which is less than half of the deficit forecast earlier in the year. The reduced deficit has been attributed to the numerous economies introduced by the board, improved tax collections, and a \$34,000 appropriation received from the state income-tax collections.

♦ Sioux City, Iowa. The budget of the school board for the school year 1934-35 will be \$62,000 larger than the estimate for the year 1933-34. This increase has been made possible as a result of the passage of the Beatty-Bennett Law and also because of an increased amount needed for additional interest charges and for the retirement of bonds issued before the passage of the new law. There appears to be a slight improvement in the tax situation in the city. This has been attributed to HOLC loans. Of the first 50 per cent of taxes due and payable in April, 1934, 43.11 per cent had been paid in on July 31. The board does not entertain an optimistic view on the financial situation.

♦ Rockford, Ill. The board of education has called in the last of its 1933 tax warrants for immediate retirement. The action was taken because of the improved rate of tax collections this year and will result in considerable savings to the government bodies which issue warrants to finance their operations. The school district had been paying \$70,000 worth of outstanding warrants, on which interest has stopped.

♦ Easthampton, Mass. The school board has received an opinion from the local town attorney, Joseph N. Donan, in which he holds that the school board has power to contract with teachers and to fix their salaries. The only supervision which the town can exercise over the school board is to vote to close the schools after they have been kept open the length of time specified by law. The opinion was requested in order to determine the legality of granting increases to teachers on new contracts for the school year 1934.

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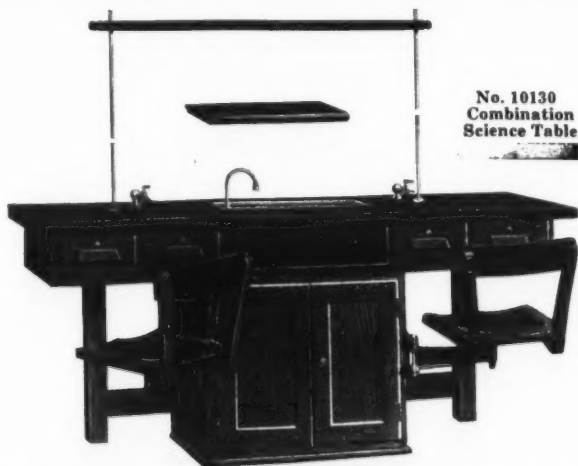
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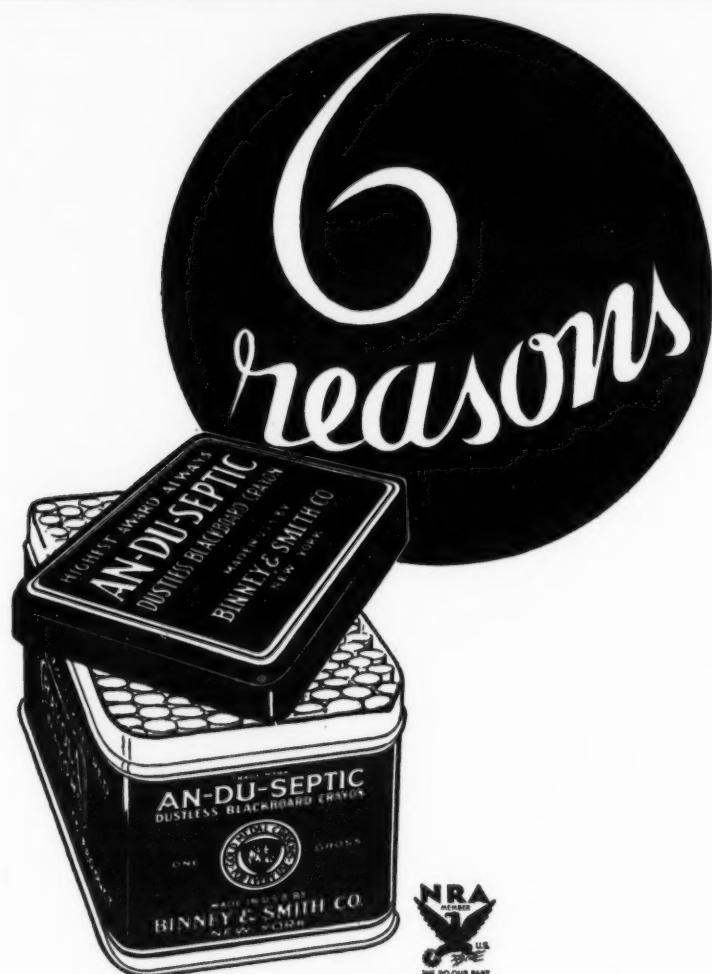
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Teachers' Salaries

A STUDY OF TEACHERS' SALARIES AND LENGTH OF SCHOOL YEAR

The research committee of the Akron, Ohio, Teachers' Association during the year 1934 conducted a study of teachers' salaries and of facts affecting salaries in the larger cities of the United States. The final results which represented conditions as of April 2, indicate that in 13 cities salaries have been reduced from 4 to 34 per cent. A total of 34 cities have made no reductions in salary for the next year, while 10 cities reported increases in salary. The largest monthly percentage cut was 38 per cent, in San Antonio, Texas, and the smallest was 4 per cent in Peoria, Ill.

A total of 23 cities have adopted a school year of 40 weeks, 20 have set a school year of 36 weeks, and 16 will have a school year of 38 weeks for the school year 1934-35.

The report was prepared under the direction of Mr. Oscar Himebaugh, chairman of the committee on research of the teachers' association.

TEACHERS' SALARIES

♦ Boston, Mass. The school board has voted to restore the 5, 10, and 15 per cent salary cuts, effective on January 1, 1935. The restoration of salaries becomes effective provided the legislature approves appropriations for that purpose.

♦ Newport, R. I. The school board has voted to restore the full 10 per cent salary cuts with the beginning of the new school term. Janitors and other school employees were given a 5 per cent restoration of salaries from July 1 to September 1.

♦ Cambridge, Mass. The school board has voted against a 15 per cent salary cut, as requested by the mayor of the city. The mayor and one other member of the board were the only members in favor of a salary cut.

♦ Old Forge, Pa. Teachers who went on strike for back salaries have voted to continue the walkout, despite action of the board of education in dismissing 29 of the strike leaders. It was voted to continue the strike in September if the teachers' demands are not met.

♦ Philadelphia, Pa. The school board has referred to its finance committee the problem of finding funds for continuing the evening schools next winter. The evening schools were curtailed by the board for reasons

of economy. It was estimated that \$90,000 additional would be required to maintain these schools.

♦ Toledo, Ohio. The board of education has adopted a suggestion of Supt. Ralph Dugdale, that the teachers next year be paid on the same schedule as last year. The teachers have been guaranteed 50 per cent of their basic salary schedule, and as much more as the tax collections will permit.

♦ Fort Worth, Tex. The school board has adopted its former salary schedule, with a provision to the effect that the automatic salary increase be reduced by one half during the next year. The board anticipates that some reduction in salaries will be necessary during the year, dependent on the tax collections and the amount of state aid.

♦ Manhattan, Kans. Higher salaries, on the average, than last year will be paid to teachers during the school year 1934-35. Grade teachers will receive \$66.34, high-school teachers \$128.33, and rural teachers \$52.32. Grade principals will receive \$81.05 instead of \$74.08 as formerly.

♦ Hartford, Conn. The school board has approved a new salary schedule for nonprofessional school employees. The plan is to carry out the first step in a program designed to reduce to the schedule maximum over a three-year period, the salaries of those nonprofessional employees who have been receiving from the several school districts more than the maximum salary. Those above the maximum will be reduced 30 per cent. Another 30 per cent reduction will be made in the second year, and 40 per cent in the third year to bring all salaries down to the maximum in three years.

♦ Kansas City, Kans. The board of education has voted to restore 5 per cent of teachers' and employees' salaries during the school year 1934-35. The action was taken as a result of an improved tax situation and an increase in budget appropriations.

♦ Fort Worth, Tex. The school board has approved a recommendation of Supt. W. M. Green, calling for the appointment of a special committee to study the question of a single-salary schedule for teachers. Under the single-salary plan, teachers of equal training and experience would receive the same salary, no matter what grade or class they teach in the high school or grades. It is practically certain that the present 10 per cent salary reduction will be continued during the new school year.

♦ Toledo, Ohio. The board of education has voted to raise 475 teachers receiving less than the maximum salary to the maximum, with 50 per cent of their pay guaranteed for the 1934-35 term.

♦ Newport, Va. The school board has ordered the restoration of one half of the 10 per cent salary reduction in effect last year.

♦ Salem, Oreg. The school board has effected a radical revision of salary schedules with the adoption of a new salary list prepared by Supt. Silas Gaiser. The new schedule changes the individual salaries, raising some and lowering others, but does not increase the amount budgeted for this expense during the next year. The total reductions in salary amount to \$598, while the total increases will reach \$18,521. The total salaries for all teachers under the new scale will be \$164,070, as compared with \$146,147 for last year.

♦ Superior, Wis. Teachers in the city schools have been given a restoration of salary cuts effective during the past year and ranging from 4 to 19 per cent.

♦ Milwaukee, Wis. The board of school directors has voted to restore 6 per cent of the 11 per cent teachers' salary cut. The action of the board restores approximately \$360,000 to the pay of the teachers, the superintendent and his staff, and most of the school employees.

♦ Boston, Mass. Because of doubt as to the legality of salary orders previously voted, the board of education has approved amendments to the salary orders so that the committee will have full authority to change the existing schedules. Under the new orders, persons promoted in the service since January 1, to positions carrying higher rank and salaries, will receive one annual increment on January 1 next, and will then continue their regular salary schedule. Because of a committee vote last year, such persons did not receive their annual increments. The board voted to restore to full standing in the school system, including the payment of annual increments, nine teachers who had refused to donate their salaries and were given reductions by special order of the board.

♦ Lewiston, Me. The school board has made a cut of 8.6 per cent in teachers' salaries for the next school year. The reduction was made because of the fact that the city government had failed to provide sufficient money for full salaries.

♦ Minneapolis, Minn. A salary cut of 20 per cent from present salary levels will be suffered by teachers in the city schools under a budget presented to the board of education by Supt. C. R. Reed. The salary cuts appeared certain when a tabulation of 1934 expenditures in comparative schedules showed a deficit of \$115,671. The tentative budget calls for total expenditures of \$8,397,836 and is based upon the payment of full salaries to teachers.

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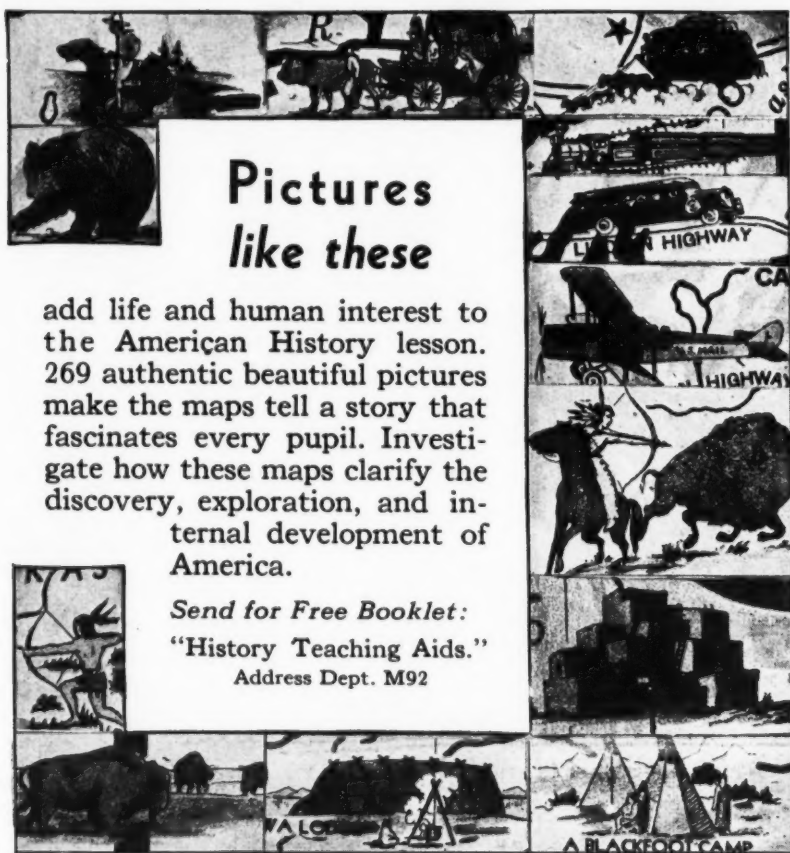
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RELIEF FOR THE CHICAGO SCHOOL-FINANCE SITUATION

The Chicago school-finance situation was not only the most exceptional in the annals of school administration but also in some respects the most deplorable. The teachers of that city, 14,000 in number, were sometimes paid in scrip and sometimes in cash. But there were many payless months covering a period of nearly four years. At the close of the last school year the unpaid teachers' salaries amounted to \$21,400,000. Other employees, some 4,000 in number, whose pay was in arrears, will receive about \$4,000,000.

The relief came through the medium of the Reconstruction Finance Corporation, a federal agency, which advanced the sum of \$22,500,000 on approved collateral. This consists of property holdings not employed in the operation of the schools. It seems that some of the earlier schoolhouse lands located in the central portion of the city with the passing of time became valuable business property.

Through an Illinois Supreme Court decision it became clear that the board of education of Chicago could offer these valuable property holdings as security for a loan extended by the Federal Government. On the other hand, the Federal Government proceeded upon the idea that the loan must be amply collateralized before proceeding to extend it.

It is estimated after the 18,000 school employees have paid their debts, which covers 75 per cent of the amount due them, that something like \$6,250,000 will be left over. The debts which the school employees have contracted consist of personal loans, rents, boarding, groceries, meats, clothing, furniture, and household purchases running into many millions.

The sum asked for by the Chicago authorities was \$25,757,379. in order to pay all the civil-service workers as well as the teachers. Jesse H. Jones, chairman of the Reconstruction Finance Corporation, held that only teachers could be considered in the transaction. Hence, the sum of \$22,500,000 was approved and the interest rate fixed at 4½ per cent. The loan covers a period of 20 years in the form of a sinking-fund bond issued by the board of education. The collateral includes 130 pieces of noneducational property valued at \$35,000,000.

While the solution of an embarrassing and highly vexatious situation must be met with a sense of relief and some rejoicing, the Chicago experience should lead to some serious thought in the direction of averting a similar calamity. The Chicago board of education was not to blame. The tax muddle into which the city fell must be charged up against those in charge of tax affairs.

It is not clear that the governmental authorities of Chicago have taken the necessary precaution against a similar debacle in the future. It would seem reasonable to assume that one of the nation's largest cities, possessing an intelligent citizenship, great enterprise and energy, and a tremendous economic vitality, ought to be able to manage its affairs in a judicious and sensible manner.

It follows that the school authorities must concern themselves if not directly at least indirectly in all that will make for the financial support of the schools. A policy of observing a timely anticipation of financial needs must be adhered to. There must not only be sufficient funds for meeting the current obligations but also a reasonable assurance that the funds needed next year and the year thereafter may be relied upon. The Chicago experience ought to prove a timely warning to all tax officials as well as a lesson to school authorities.

NEW KANSAS CITY SCHOOL-BUILDING PROGRAM

The board of education of Kansas City, Mo., will expend approximately \$4,000,000 during the next school year for new school buildings and additions to existing structures.

In the Kansas City, Kansas, district, where the high school was burned down, a new high school will be erected, at a cost of \$1,900,000.

In the Independence school district, the sum of \$225,000 will be expended for the erection of a number of small elementary-school buildings and for additions to buildings already in existence.

The city-school program will include additions to a number of elementary schools, the remodeling of the library building, the remodeling of the Manual Training High School, the erection of a school repair shop, a new Negro High School, a new Southwest High School, and additions to the Southwest High School.

PROGRESS OF PWA SCHOOL-BUILDING PROJECTS

Official reports on the federal financing of school-building projects under the Public Works Administration indicate that up to August 10, 1934, the Federal Government approved 1,851 separate school-building plans. The total funds provided for these buildings is \$164,673,258. The direct grants made by the government amount to \$14,564,949. The combined loans and grants amount to \$105,471,573.

Up to the present time the Federal Government made allotments amounting to approximately \$756,000,000 for nonfederal building undertakings. Of this

amount the sum allotted to school projects amounts to 15.9 per cent.

As might be expected, the largest allotments have been made in the larger states. The following are the most important from the standpoint of numbers and amounts:

| State | No. of Projects | Total Allotment |
|----------------------|-----------------|-----------------|
| Alabama | 104 | \$ 1,087,700 |
| California | 249 | 12,682,700 |
| Georgia | 54 | 3,829,597 |
| Illinois | 56 | 2,588,700 |
| Massachusetts | 37 | 1,235,000 |
| Missouri | 128 | 1,084,682 |
| New York | 103 | 26,325,338 |
| North Carolina | 123 | 3,207,800 |
| Pennsylvania | 31 | 1,661,370 |
| Rhode Island | 32 | 4,513,928 |
| Texas | 113 | 10,258,700 |
| Utah | 78 | 2,075,620 |
| Virginia | 79 | 3,332,000 |
| Indian Schools | 92 | 3,613,000 |

BUILDING NEWS

♦ Kansas City, Kans. With the aid of fire insurance and a special PWA federal grant, the board of education has started the erection of a new Wyandotte High School to replace a former building destroyed by fire. The estimated cost of the building and equipment is \$1,900,000. To aid in financing the construction, the board has \$450,000 in the building fund, \$250,000 in fire insurance, and \$557,000 in a federal grant. A bond issue of \$1,200,000 was voted for the purpose in case a federal grant could not be obtained. The new building will be located on a new site and will accommodate 3,000 students. Hamilton, Fellows, and Nedved, Chicago, Ill., are the architects.

♦ Mt. Pleasant, Mich. The taxpayers have given permission to the board of education to spread a tax of 2.2 mills for a period of five years to be used for the erection of a new grade school. The school district is at present free from indebtedness.

♦ New York, N. Y. The board of education has awarded the contract for the construction of the Bay-side High School, in Brooklyn Borough. Construction work will begin immediately and the building will be completed at a cost of \$2,500,000. A part of the cost will be financed by a PWA federal grant.

♦ Lynn, Mass. The mayor and city government have approved a request of the school board, calling for the erection of a 12-room elementary-school building. The building, which is to replace two old schools, will provide accommodations for grades one to six when completed.



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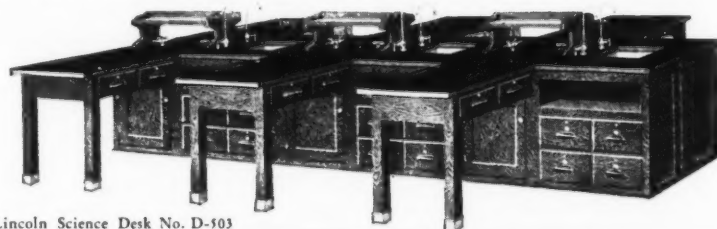
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♦ New York, N. Y. The PWA has indicated that it will speed the action for approval of the city's application for federal funds for the construction of 14 new school buildings. Only new schools listed in the program sent to Washington will be constructed at the present time. A total of \$45,000,000 has been requested of the Federal Government.

♦ Sioux City, Iowa. The board of education is carrying out an extensive remodeling program, involving a cost of more than \$500,000. The remodeling work is being carried out as PWA projects.

♦ The school district of Claymont, Delaware, has inaugurated a special school-building program, involving an addition to one of the schools. The work is being financed through state and PWA funds.

♦ The Julius Rosenwald Fund, at its meeting in May, voted a small appropriation of \$10,000, to be used in promoting a program of continuous repairs and beautification of Negro school plants in the South. At this meeting, the president of the fund appointed a committee of four to work out plans and policies for the operation of the renovation program. The program has been inaugurated as a means of improving neglected school plants in southern states where it will be difficult to get bond issues approved. The program, in the opinion of the Rosenwald officials, will preserve more than five billion dollars' worth of public-school property now in existence.

♦ Stoneham, Mass. The board of education recently completed a program of school renovation which included the redecoration of all of the rooms in the junior-senior high school. The work was carried out with the assistance of ERA labor.

♦ Chicago, Ill. The board of education has authorized the expenditure of \$350,000 to put the school plant in condition. For the Lane Technical High School, an expenditure of \$94,177 has been authorized for machinery and other necessary equipment. For the Wells High School, \$75,000 was voted for new equipment. The Phillips High School was granted \$140,000 for the same purpose.

♦ St. Louis, Mo. The PWA administration at Washington has reduced the school board's grant from \$600,000 to \$578,000. The grant of federal funds is intended to be used for the financing of a school-building program. The board has called a meeting to work out details of the building program.

♦ Alexandria, Va. The board of education has received bids for the construction of a new high school. The school will contain 44 classrooms and will cost approximately \$293,000.

♦ San Francisco, Calif. The board of education has called for bids on the first unit of the George Washington High School in the Richmond district. The building will have accommodations for 2,400 students and will be erected at a cost of approximately \$760,000.

♦ Lexington, Ky. Five of the seven PWA school-building projects are now under way and the remaining two will be let shortly. The building program is being financed through a bond issue of \$350,000 which was recently sold at a splendid premium. The total federal grant available is \$128,500, making a total of nearly half a million dollars available for new school buildings and for additions to old schools.

♦ Blue Island, Ill. The PWA recently approved the Longfellow School Building project, awarding the school board a grant of \$38,500. It is estimated that the building will cost about \$132,000 upon completion.

♦ Jamestown, N. Y. Construction work has been started on the new million-dollar Central High School building.

♦ Ashland, Ky. The city commission has approved an ordinance authorizing the board of education to sell \$103,000 in school improvement bonds. The proceeds of the bonds will be used in financing the construction of a junior high school.

♦ Fredonia, Kans. The board of education has let the contract for the construction of a gymnasium-auditorium, to cost approximately \$45,000. The building will be located on a site adjoining the present high-school building and will provide space for bleacher seats, a playing floor, and a stage.

A STUDENT DAY

It would be hard to imagine a high school completely run and controlled by the students themselves. Yet, that very thing happened in the junior-senior high school, Bartlesville, Oklahoma, on January 10, 1934.

The board of education and school officials, including the principal, the vice-principal, the dean of girls, the activities director, and the entire teaching staff, all were composed of students vested with the full authority of the various positions.

The board of education was composed of the presidents of the six classes in the high school. This board nominated three students for each of the special positions, which included the principal, the vice-principal, the dean of girls and the activities director. It was decided that all holders of special offices should have a

grade average of B, and that all should be seniors except the vice-principal, who was to be a junior. The election took place by secret ballot in the home-rooms.

Three student-teachers were nominated by the regular teacher of each class three school days in advance of election by the class. It was required that a student teacher have a B average in the subject taught, with passing grades in all subjects. No student was allowed to teach more than one class period during the day.

The purpose of Student Day, as explained by the planning committee, was to bring about a better understanding of school relationships through giving students an opportunity to experience the administration of a day's routine. Regular school officials and teachers were more than pleased with the results of the interesting experiment, which gave students an idea of the problems facing teachers. Likewise, they feel that it gave the teachers a new viewpoint and new ideas which can be placed in operation.—C. R. Gilbert.

School Operates Book Exchange

The public schools of Harrisburg, Ill., are this year operating a used-book exchange through the schools, and have saved the school district several thousand dollars of school funds which would have been spent for books for children of the unemployed. The town, under present financial conditions, does not have and cannot afford free textbooks.

The exchange is operated through the classroom teachers by means of simple exchange slips. At the close of the school year the children deposited all books no longer needed and received receipts entitling them to books of equivalent value when needed. The receipt slips contain space for the name of the pupil and the name of the school, the name of the book, condition of the book, and the name of the teacher.

Under the plan, any pupil who has obtained a textbook at his home or from a friend, may exchange it for a book of approximately similar value which he needs. The plan has worked quite successfully, in fact much better than the school authorities had hoped.

♦ Roanoke, Va. The school board has continued its policy governing the employment of married women teachers. Under the policy, preference has been given to single teachers in all appointments to teaching positions. Married teachers are not dismissed, but when a teacher marries, she is usually replaced by an unmarried teacher.

The Auditorium Period

(Concluded from Page 41)

At the first of each month, pupils are requested to hand to the speech teacher such programs as they may have voluntarily prepared. It is surprising to note the number of pupils who make these voluntary contributions, and the excellence of their contributions. From these presentations the best are selected for staging. Frequently, the pupils do all of the preparatory work, except for a brief preview by the speech teacher.

Classroom Programs. Classroom teachers are notified at the beginning of each semester that pupils from their classes will be expected to present programs as scheduled. Most teachers will call to the attention of their classes the dates scheduled and ask for suggestions as to the subject matter which may be of the most interest to the auditorium groups and the means of presentation. The final selection is left open for several weeks and the question of the selection comes up frequently. Eventually, under the guidance of the teacher, the children select a program which in a very real sense may be child created and a projection of the classroom period.

The speech teacher and the classroom teacher determine who shall be in the cast so that pupils having already appeared may not appear a second time until all pupils have had an opportunity of appearing. The classroom teacher presents material to the speech teacher for review, and after editing, the pupils are assigned to the training studio for their final rehearsals, usually three in number.

The Speaking Choir. The auditorium period is particularly a splendid vehicle in using the speaking choir in work in poetry appreciation and poetry memorization.

In the speaking-choir work the choice of poems is very important. Poems which have conversational parts, lend themselves particularly well to choral work. The parts are read by the children whose voices interpret the different characters. The entire choir reads the narrative part.

The benefits of the speaking choir result in perfection of voice and diction, and in the development of tone quality. The children taking part grow in their interpretation for solo reading.

Outside Speakers and Propaganda

Much of the work of the auditorium is propaganda in that it is material that is relatively new to the curriculum. This propaganda lends itself well to presentation in the auditorium either in the form of dramatics, demonstrations, visual education, or talks by pupils or outside speakers. One day each month may well be devoted to each of the following subjects: health, Red Cross, safety, and citizenship.

The subject of health, for example, may be developed from almost any angle either through dramatics, outside speakers, motion pictures, or student programs. During National Child Health Week the two auditorium teachers give their entire attention to health plays. A pageant is usually prepared which, after presentation to the pupils, is presented before the parents. The school nurse and school physician give practical demonstrations in first aid and discuss contagion, sanitation, and posture.

Stories and newspaper articles furnish a great portion of the background for safety talks. All grades are interested in this topic and in the volunteer programs and informal talks, this becoming the subject of many reports. Safety plays are given once each month and the safety poster is used in interpreting safety rules.

Each day, attention is given to current events and thus, an attempt is made to direct the stu-

dents to read worth-while material and judge what they read.

The outside speaker becomes a splendid means of interesting many citizens, who, ordinarily, do not get into the school in the course of the year, to become copartners in the educational program. Some of these programs are failures because some individuals cannot speak to children, but, when a speaker is selected who knows his subject and is told of the grade level to which he is to speak, he usually makes a creditable and worth-while presentation.

Parliamentary Procedure and Music

A student chairman is in charge of the auditorium at all times. Even in grades as low as the second, considerable success attends the effort. This chairman calls the class to order and turns the floor over to the music teacher who is responsible for the first half of the auditorium period. After the music teacher leaves the room, the chairman calls the business meeting to order.

The order of procedure is very similar to that in any organization. In the primary grades the secretary's report is oral; in the intermediate grades it is written and is read before the class. "Old business" and "new business" are disposed of and followed by announcements, the weather man's report, news events, and the program of the day.

The general purpose of music in the auditorium is to provide children with a rich musical experience. They gain this through the frequent singing of songs suited to their interest and background; through well-directed listening to the best of instrumental music; and through the development of artistic expression and rhythm.

The regular class procedure in the auditorium usually includes the singing of familiar songs with particular emphasis on folk and national songs, the singing of new songs, and the appreciation period.

Special performances include such projects as the study and singing of American music (Indian, Negro, cowboy, etc.); attention to contemporary artists and their work; and the study of great musicians. Special days afford many opportunities for significant musical contributions. Musical plays, instrumental music, correlation of music and poetry, caroling, radio programs, and the presentation of musical numbers by outside artists, are but suggestive of the many possibilities.

Calendar of Special Days

The auditorium hour lends itself in an exceptional way as a center or clearing house for the observance of all special days. The following days or weeks are merely indicative of the possibilities in this field. Those events marked

with an asterisk are not definitely fixed as to date.

| Time of Year | Events |
|--------------|--|
| September: 3 | Eugene Field |
| * | Labor Day |
| 17 | Constitution Day |
| 22 | Indian Day |
| 28 | Temperance (Frances E. Willard) |
| October: * | Fire Prevention Week |
| 11 | Pulaski Memorial Day |
| 12 | Columbus Day |
| 13 | Kosciuszko Day |
| 27 | Navy Day |
| * | Apple Week |
| 31 | Halloween |
| November: * | National Education Week |
| 11 | Armistice Day |
| * | Thanksgiving Day |
| December: 17 | Whittier; First Aviation Flight |
| 25 | Christmas Day |
| 28 | Woodrow Wilson |
| January: 1 | New Year's Day |
| 6 | Joan of Arc |
| 8 | First wireless message across the Atlantic |
| 15 | Completion of first American locomotive |
| 17 | Benjamin Franklin (Thrift Week) |
| 19 | Robert E. Lee |
| 25 | First long-distance telephone conversation, New York and San Francisco |
| 28 | Child Labor Day |
| 29 | McKinley Day |
| February: 3 | Felix Mendelssohn |
| 4 | Charles A. Lindbergh |
| * | Boy Scout Week |
| 11 | Thomas A. Edison |
| 12 | Abraham Lincoln |
| 14 | St. Valentine's Day |
| * | Better-Speech Week |
| 22 | George Washington |
| 27 | Henry Wadsworth Longfellow |
| * | Narcotic Education Week |
| March: 4 | United States Constitution in effect |
| 7 | Luther Burbank |
| 17 | St. Patrick's Day |
| April: 1 | All Fool's Day (Fun Day) |
| 3 | John Burroughs |
| 7 | Discovery of North Pole |
| 13 | Thomas Jefferson; Arbor Day |
| * | "Be Kind to Animals" Week |
| * | Clean-Up Week |
| * | Easter |
| * | Better-Homes Week |
| May: 1 | Child Health Day |
| * | National Health Week |
| * | Bird Day |
| * | National Music Week |
| * | Mother's Day |
| 30 | Memorial Day |

♦ Cleveland, Ohio. The board of education has voted to defy the NRA to force the purchase of the winter supply of fuel at retail. The board criticized the supervisor of the Cleveland district for sending out a form letter urging coal producers and wholesalers not to bid on a contract to supply the schools with coal direct from the mines. The board's handling charge on each ton of coal last year was 41 cents. If the board is forced to buy retail this year, the handling cost will jump to \$1.09 a ton.



SEVEN BUSES TRANSPORT THE RURAL CHILDREN, HOLLAND CENTRAL RURAL SCHOOL, HOLLAND, NEW YORK

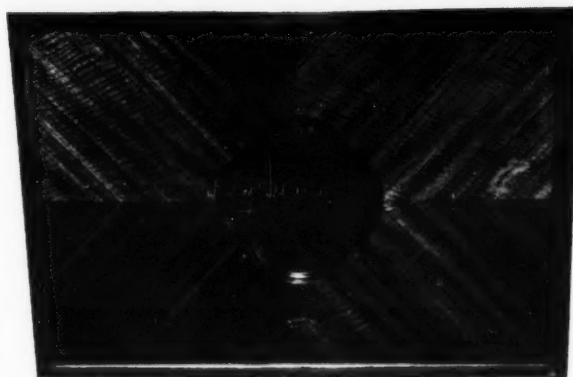
INTERNATIONAL-PHILCO *Central Control Radio* GIVES YOU A PRINCIPAL FOR EVERY ROOM IN YOUR SCHOOL

Multiply one principal by the number of rooms in your school — and you have the result that is achieved by International-Philco Central Control Radio. Whether it is a small school or a large one — ten rooms or a hundred — it's no more than a one room school when it comes to administrative supervision.

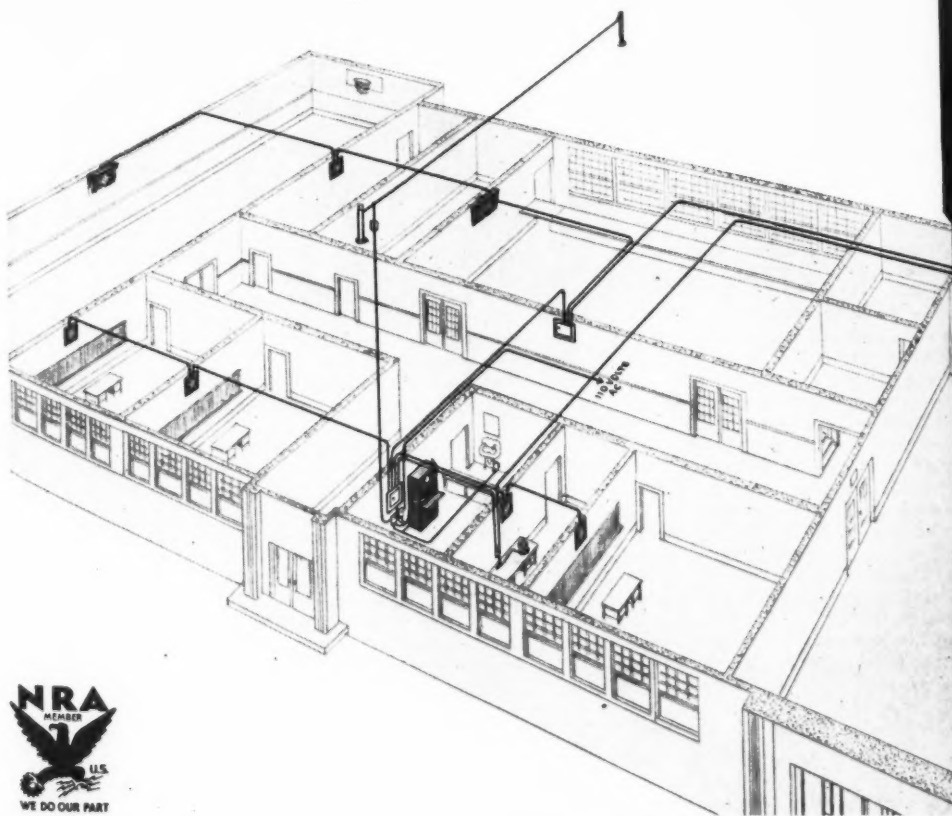
At the turn of a switch the principal (in effect) steps before every student group simultaneously. No time is lost going from room to room or calling assemblies. Each minute becomes doubly useful, since all the available time may be devoted to constructive educational work.

But that's only one of the many International-Philco advantages. Music and instruction of every kind is also available at the turn of a switch in the principal's office. Phonograph recordings and radio programs alike may be called upon to supplement the regular courses of instruction.

No finer equipment has ever been placed on the market. International-Philco radio research and engineering laboratories offer in this new educational tool: ease of operation; flexibility; neat, attractive appearance and, most important of all, quality reproduction. All the life-like qualities are faithfully reproduced, whether of music or the human voice. The as-if-in-person illusion of International-Philco sound reproducers is an achievement that has opened the doors to a vast new world of possibilities for radio in education.



A typical International-Philco auditorium type sound reproducer (above) which is ordinarily furnished in hand rubbed American walnut but may be supplied in any other harmonizing wood to match interior treatment. Below is shown a two-channel central control station which permits the distribution of two programs simultaneously.



INTERNATIONAL TIME RECORDING DIVISION

INTERNATIONAL BUSINESS MACHINES CORPORATION

GENERAL OFFICES, 270 BROADWAY, NEW YORK, N. Y.



BRANCH OFFICES IN ALL THE PRINCIPAL CITIES OF THE WORLD

QUIET... ATTRACTIVE...CLEAN

... these are the features that recommend

LINOLEUM for school libraries



ARMSTRONG'S Linoleum Floors contribute to the *quiet* so essential to libraries. Their resilience effectively muffles the screeching and scraping of chairs, and the thumping of footsteps.

They lend dignity and color to the whole room. And in addition to their beauty, there's another advantage of vital importance to the library . . . and to the school or college board. Armstrong's Linoleum is easy and economical to keep spick-and-span. The smooth, sanitary surface does not harbor dust or dirt. A daily dusting and an occasional waxing with odorless Armstrong's Linogloss will keep these floors in the best of condition; as bright and clean as the day they were installed.

Write today for "Public Floors of Enduring Beauty." Address Armstrong Cork Company, Floor Division, 1212 State Street, Lancaster, Pennsylvania.



Library of the East High School, Buffalo, where Armstrong's Brown Battleship Linoleum muffles sounds, looks attractive, promotes tidiness.



Armstrong's LINOLEUM FLOORS

for every school and college

A Method of Selecting School Supplies and Managing School Buildings

A discussion on the selection and purchase of school supplies and equipment was recently engaged in by George Kellar, assistant to the superintendent of schools at Newton, Massachusetts, in a Rotary Club talk. Mr. Kellar explained that the general business activities of the Newton school board are segregated under three headings: namely, salaries; fuel, power, and water; and other expenses.

The "other expenses" item in the budget contemplates the purchase of books and supplies, and the expense involved in special studies, and the like. After the passage of the budget the item of expense is broken up into 36 subdivisions, each school-building district being allotted a certain amount based upon its pupil population, in order that equity may prevail.

Thus, the senior high school is allowed \$10 per pupil; the junior high, \$9; and the elementary schools, \$5. Allowance is made for variations for cost in material by the change from the base figures. All other allotments are based on experience.

Quality First, Price Second

The regular school supplies, such as paper, notebooks, pencils, crayons, etc., are purchased on advertised bids at the first of each year. This list contains some 130 items, and the amounts purchased are for the entire year. The bids on these particular items must be accompanied by a sample of the material which the bidder proposed to furnish in every case. After the receipt of these bids, such material as crayons and water colors have all distinguishing marks removed from them and are given a code letter, and sent to the supervisor of art for his selection. All of the materials are selected without knowing by what concern the samples are submitted. The sample of each selected item is then placed on file in order that comparison in quality with the material supplied may be made during the year. By this method we have in many cases checked obvious cases of substitution, one case in

particular being a shipment of supposedly No. 18 paper, which on comparison was found to be only 16 lb.

The selection is made first from quality and second, price. In fact, I may here state that in all of our purchasing, quality is the first consideration. We buy with the greatest economy possible, but not necessarily accepting the low price, because purchasing at the lowest price is not always economy. Quality and the life of the article to be purchased must be considered if the purchasing is to be done intelligently. Other materials needed in the schools, numbering about 500 items, are bought on bid as requisitioned.

We give preference in every case to local dealers or to citizens of Newton, provided, however, that price and quality are equal. There is no disputing the fact that a citizen of Newton, who is paying taxes in this city and thereby helping to support these schools, should be given preference in every case, but the citizen of Newton who comes to our department for the purpose of selling goods should have a better selling argument than the mere statement that he is a citizen of Newton, a taxpayer, and has two, four, or six children in the schools. We expect him to furnish us with quality in merchandise as well as price, if he expects business from the city of Newton, to the end that your money may be spent to the best advantage.

Standardization of School Supplies

We take great care in the quality of the merchandise which we are buying and from time to time have chemical analyses made by reputable concerns, one such material being liquid soap, which is tested particularly for its alkali content. Inasmuch as this soap is used throughout all the schools in all showers, it is necessary that we supply a soap as near neutral as possible, and only by a rigid analysis can the grade of soap which we desire be procured.

We are continually working on the standardization of our equipment and supplies. In 1924 our contract list consisted of 220 items. Today through standardization on size and rulings of paper, blank books, and

other items, we have reduced this number to 130, and have hopes of reducing it still further.

By such standardization our quantities are distributed among fewer items, which allow us to buy in greater quantity, and therefore at a lower price. The same supplies are sent to all schools, and the individual tastes of any person in the system are not considered.

Our furniture likewise has been simplified to four standard types, instead of eleven originally used. The same standardization is being carried on throughout our entire supply list.

In addition to the other expense item we have the cafeteria purchasing—in itself no small item. The gross business of the cafeterias for 1932-33 was approximately \$100,000 and showed a net profit to the city of \$500—one of the very few school systems in the state which did not show a deficit in this particular branch of the work.

The cafeterias are in charge of a trained dietitian, who plans the menus and selects the food which experience has shown to be the best for children of school age. The cost of the food is kept as low as is possible, consistent with our determination to maintain a high standard of quality.

Safety and Sanitation

Frequent inspections are made by the school department in all school buildings, and a check made on the matters affecting the safety and health of the children. Exit doors must open easily, and under no circumstances must be blocked or fastened. Fire alarms must be in order at all times. Rubbish and waste must be moved or burned immediately on completion of the school day. The toilet rooms, closets, storerooms all receive attention, and the general condition of the building for accumulation of dust and dirt is under observance at all times.

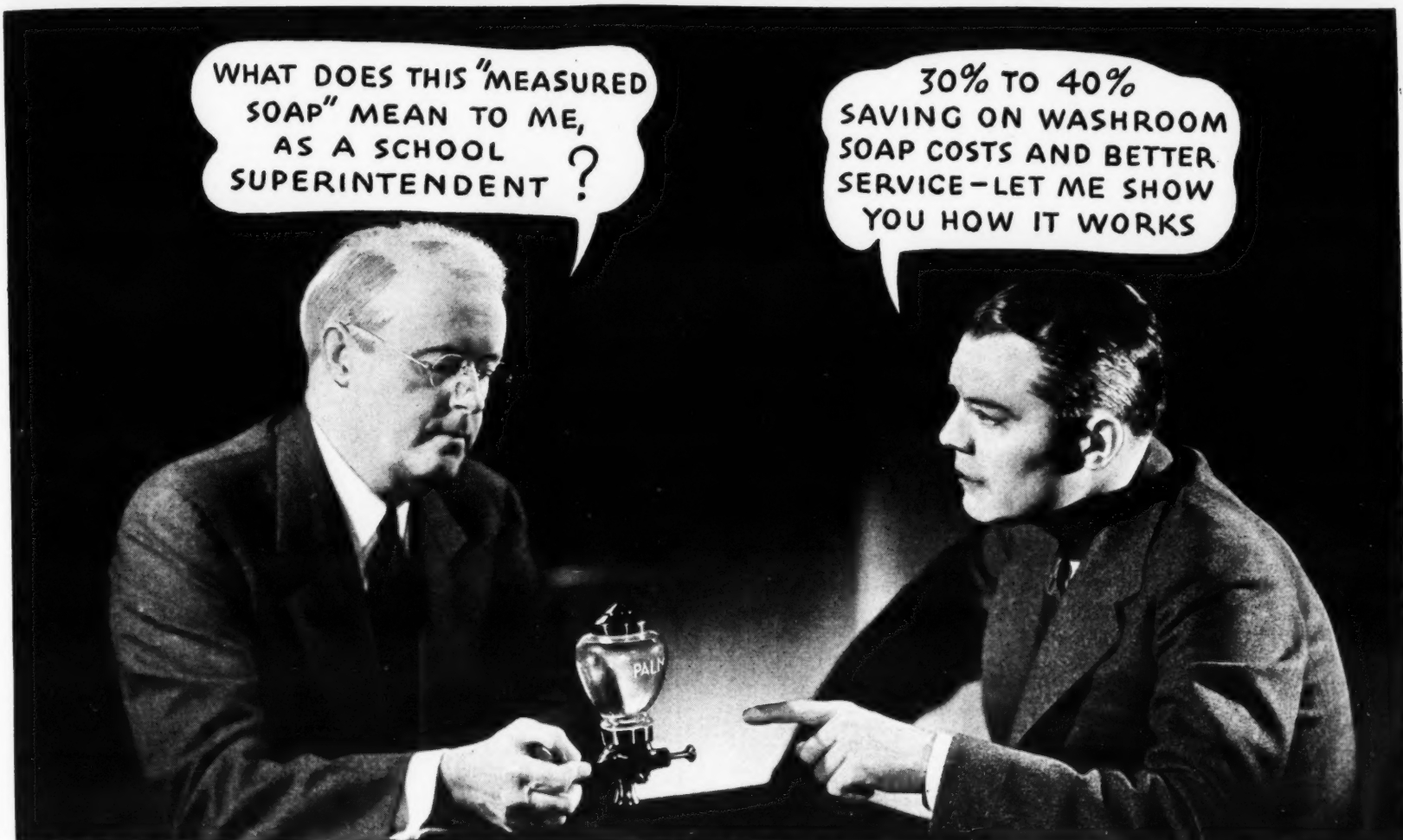
The state law requires that 30 cubic feet of air per minute shall be supplied into every classroom for each pupil, and by the use of an anemometer this air supply is checked periodically to comply with the state regulations.

To protect the sight of the children in the schools, a foot-candlemeter is used to measure the amount of light which each child received on his desk during the normal day and under artificial light.

The thermostats controlling the heat to the rooms, which under the state laws must not exceed 70 degrees, receive constant attention.

Each year every fire extinguisher in every school in the city is removed by the fire department, tested and

(Concluded on Page 66)



..and "MEASURED SOAP" will make the same savings in *your* washrooms!

YOU can easily prove the savings the Palmolive "Measured Soap" System offers you. Just install this money-saving system in one of your schools, as a test. And then watch what happens when the students use it.

Notice that even when the plunger is held "in", soap doesn't dribble out. And there's no messy liquid soap to drip and soil fixtures and stands. Pushing the plunger seals the reservoir. It can't be "drained". Yet it's easily serviced.

Watch how just enough soap is *measured out* to wash the hands... whether the plunger is pushed slowly twice... or in several rapid strokes.

Notice, too, the rigid, straight-line construction of the Palmolive Dispenser. Constant pushing of the plunger won't twist the base loose from its fastenings on the wall. Time will also show that

this dispenser doesn't clog...corrode... or require frequent repairs.

Check your trial installation a week later... six months later... years later... and you will find your Palmolive Dispensers operating perfectly. They are built of solid bronze, heavily chromium plated, reenforced throughout, to give you *years* of reliable service.

You get savings like these

Then, after several months, *check your soap bill*. Don't be surprised to find a saving of 30% to 40%. That's usual! For "Measured Soap"... using the Palmolive Dispenser and gentle, quick-cleansing Palmolive Toilet Soap in a special, economical form... *gives 100 washes for 1¢!*

Why not find out the saving "Measured Soap" offers you... *by testing it!* Write today for complete details.



MAKE THIS TEST! Push the plunger *slowly* twice... then *rapidly* several times. See how the same amount of soap is *measured out* each time. Dispensers last for years. Seldom require attention except for refilling.

This free C. P. P. service can also save money for you

Every type of cleaning job requires special properties in the soaps used. Wood floors and desks, for example, should be washed with a mild, neutral soap... such as *Arctic Olive* or *Texolive Bars*.

The C. P. P. Consulting Service will be glad to help select the best *and most economical* soap products for your needs from the complete Colgate-Palmolive-Peet line... and to send the free booklet "School Cleanliness Problems". Write today! No obligation, of course.

COLGATE-PALMOLIVE-PEET COMPANY

105 Hudson Street, Jersey City, N. J.

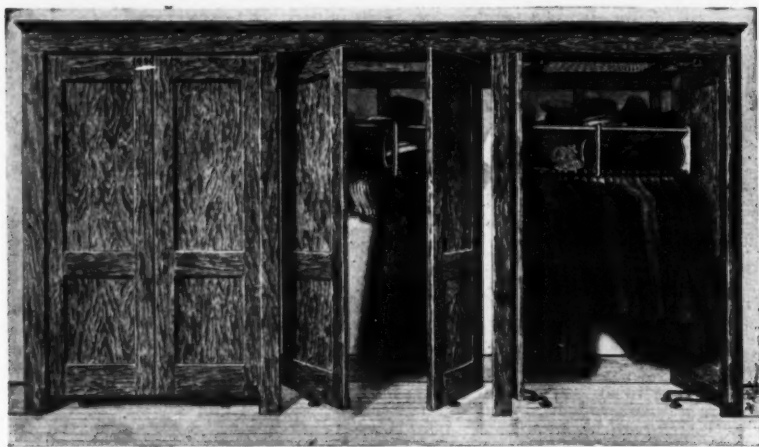
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EVANS "Vanishing Door" WARDROBE

Class J

equipped with either "Floor" type (as illustrated) or "Jamb" type hinges. This is Class D wardrobe if made with flush doors.

CLASSROOM WARDROBES High in Quality — Low in Cost

This type occupies a recess flush with the wall. Plaster back and ends. No partitions, but with mullions between pairs of doors. Wire mesh ceiling. Blackboards if required.

The "Vanishing Door" hinges on which the doors are hung are made with double pivoted arms and swing the doors back into the wardrobe entirely out of the way. Simple—trouble-proof—and last as long as the building.

Wardrobes are furnished complete in the knock-down, with all woodwork cut to size, and only need to be nailed in place. The hinges are easier to put on than common butt hinges. The cost of installation is small.

We make many other types of school wardrobes, fully illustrated and described in Catalog "N." Send for your copy.

W. L. EVANS

WASHINGTON, INDIANA, U.S.A.

(Concluded from Page 64)

refilled. Each month, independent of any such inspection as we make, the fire department inspects the basement of every school, all working for the reduction of any fire hazard.

Regard for Janitorial Service

We operate 32 school buildings and have on our payroll 55 men and women as cleaners, janitors, and engineers.

We have in Newton an organization of men and women on our janitorial force which in my estimation is second to none, and the system of meetings which we have arranged have been copied in many cities outside of Massachusetts.

On these men rest the responsibility of properly heating, ventilating, and cleaning the school buildings and contribute no small part to the success of our schools. The department has laid down definite rules regarding the cleaning of buildings, and we ask and demand that all classrooms be swept thoroughly not less than three times a week; halls and stairways must be swept as many times each day as is necessary to keep them clean; all toilet fixtures must be scrubbed at the close of each school day with hot water and soap powder, and treated with disinfectant which lies in the fixture overnight and is flushed down in the morning.

The men in charge of fires report for work during the heating season at about 5 a.m., and have been known to stay in their buildings all night, so that the school will be properly heated. We have instances of men leaving their beds at twelve and one o'clock in the morning when sudden drops in temperatures have occurred and going to their schools—this without any order but purely from a sense of loyalty toward the school and the school department. Such loyalty cannot be purchased with money.

The police department is in touch with us at all hours of the night to notify us of any untoward happening in the school's, and calls come at any time from 6:00 p.m. to 6:00 a.m.

Elimination of Red Tape

The economic handling of any purchase, large or small, means minimizing red tape in the buyer's office, and making the order attractive and economical to handle for the seller. But when all this has been considered in establishing a standard buying procedure, the fact remains that ordinary methods applying to small miscellaneous orders are not only expensive but doubly expensive.

The cost of normal buying routine, which may be negligent in respect to a large purchase, looms up out

of all proportions when set up against the amount of money involved in a small order. The seller's cost of assembling and delivering small quantities are unduly high, and in some form is passed along to the buyer.

There are two perfectly feasible methods by which the end may be accomplished. First, to combine related items so that while the individual item may be small, the total transaction is handled as one order, this of considerable size. Second, to consider cumulative purchases of a single item over a period of time, so that the total quantity is equivalent to one large order. This method we follow almost without deviation in the school department, and find it profitable particularly as it affects the purchasing of those items which are used consistently throughout the year.

SCHOOL ADMINISTRATION NEWS

♦ Dr. John L. Tildsley, district superintendent of schools of New York City, in a recent statement, warns that the efficiency of the New York City schools will be seriously impaired for years to come due to the reduction of the teaching staff in the face of an increased enrollment in the high schools. He predicts overcrowded classrooms, overloaded teachers, overuse of substitute teachers, and underuse of supervisors as results of the economy régime in the schools.

♦ The Bureau of Reference and Research of New York City, under the direction of Mr. Eugene C. Nifenecker, has been carrying on a limited but energetic campaign against the problem of retardation through a study of the abilities of children in the 1A grade. Mr. Nifenecker, in his report, showed that 27 elementary schools have taken part in the experiment and that five or six more will join the study in the fall.

The study has been made with the aid of specially trained teachers who have conducted group and individual tests, who have studied pupils' personalities and abilities, and who have measured the physical and mental health of the children. The pupils are examined by the special teachers and are placed in groups according to their capacities. An effort is made to determine whether too much or too little is expected of a pupil. Special attention, especially in reading, is given to those found in need of such training. Mr. Nifenecker has received enthusiastic reports from principals and teachers concerning the results accomplished through the classification plan.

♦ Johnson City, Tenn. The city tax rate has been cut 5 cents for each \$100 of property assessment, reducing the rate from \$2.75 to \$2.70. An increase in the school budget prevented a reduction of 25 cents, as had been planned.

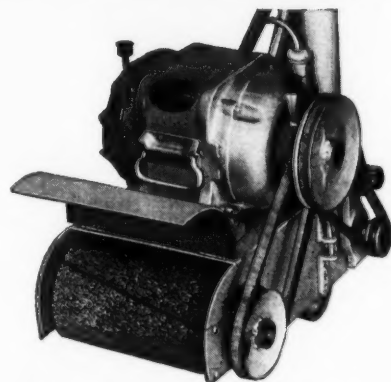
♦ Toledo, Ohio. The school board has adopted a



THE LINCOLN-SCHLUETER MULTI-PURPOSE FLOOR MACHINE

3 SANDS IN 1 STEEL WOOLS POLISHES

There is no other floor machine made today that will perform the work of cleaning, sanding, steel-wooling or polishing and maintaining floors as economically, rapidly, efficiently or easily as will the New Multi-Purpose.



The Multi-Purpose works directly up to the quarter-round in a room and most important with all functions, dust and dirt is collected as the machine passes over the floor.

Complete information, prices and detailed description will be sent upon request without obligation.

ASK ABOUT OUR FREE TRIAL

LINCOLN - SCHLUETER FLOOR MACHINERY, CO., Inc.

214 West Grand Ave. Chicago, Illinois

budget of \$5,816,524 for the school year 1934-35. Of the total amount, \$4,165,000 is for operating expenses, \$252,000 for the public library, and \$1,399,524 for bond retirement and interest. The budget represents a saving of \$100,000 affected through consolidation of teaching units and the elimination of two-year kindergartens.

♦ New York, N. Y. The board of education has approved a tentative budget of \$134,000,000 net, for the school year 1934-35, which represents the first increase since 1932. More than half of the additional funds will go toward higher prices for fuel and supplies and unavoidable repairs to school buildings. The remainder will be used to meet increases in junior and senior high school and vocational-school enrollment. The gross general school fund calls for \$121,985,354, or an increase of \$1,415,362. The special school fund calls for \$17,810,017, or a gain of \$1,769,597. The day elementary schools were given an appropriation of \$31,320,281, while the day high schools were allowed \$30,071,991.

♦ Kansas City, Kans. The board of education has voted to reemploy school custodians, with the restoration of 5 per cent of the salary reduction of two years ago. The increases are effective, beginning with January 1.

♦ Oconto Falls, Wis. The board of education has voted to place insurance on school buildings with the state insurance department upon expiration of the policies now in force. The change in procedure will result in a saving of 49 per cent of the present cost of insurance premiums.

A. B. DICK, MIMOGRAPH INVENTOR, DIES

A. B. Dick, manufacturer and inventor of the Dick mimeograph, died at his home in Lake Forest, Ill., on August 15, following a year's illness from heart disease. Mr. Dick was 78 years old.

Albert Blake Dick was born in Bureau County, Ill., in April, 1856, and was educated in the county schools. He received his early business training with the manufacturers of agricultural implements in Galesburg and Moline. He entered the lumber business in Chicago as a bookkeeper, and shortly afterward invented the mimeograph and originated stencil printing.

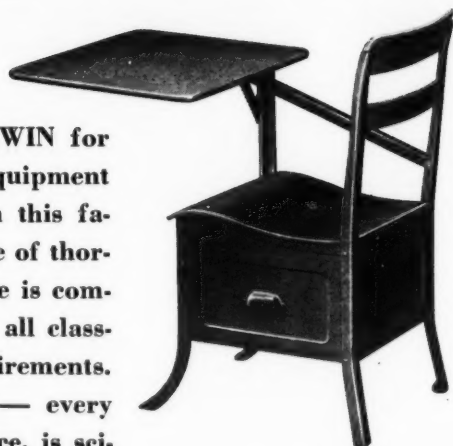
On May 5, 1934, the firm celebrated the fiftieth anniversary of the founding of the A. B. Dick Company, of which Mr. Dick was president until shortly before his death. He was a pioneer resident of Lake Forest, and as a trustee of Lake Forest College was instrumental in its development.

Mr. Dick is survived by his widow, Mary H. Dick, four sons, and a daughter.

IRWIN

For Last Minute Requirements Rely on the IRWIN Quality Line

Phone, wire, or write IRWIN for your last-minute seating equipment needs. When you rely on this famous line, you can be sure of thorough satisfaction. The line is complete, including units for all classroom and auditorium requirements. Quality is unsurpassed — every pattern, regardless of price, is scientifically designed for maximum comfort and durability. Prices permit substantial economies.



No. 192

Note:

All of the auditorium chairs in the POMPTON LAKES SCHOOL featured in this issue of the American School Board Journal were furnished by the Irwin Seating Company.



No. 164-M



No. 526

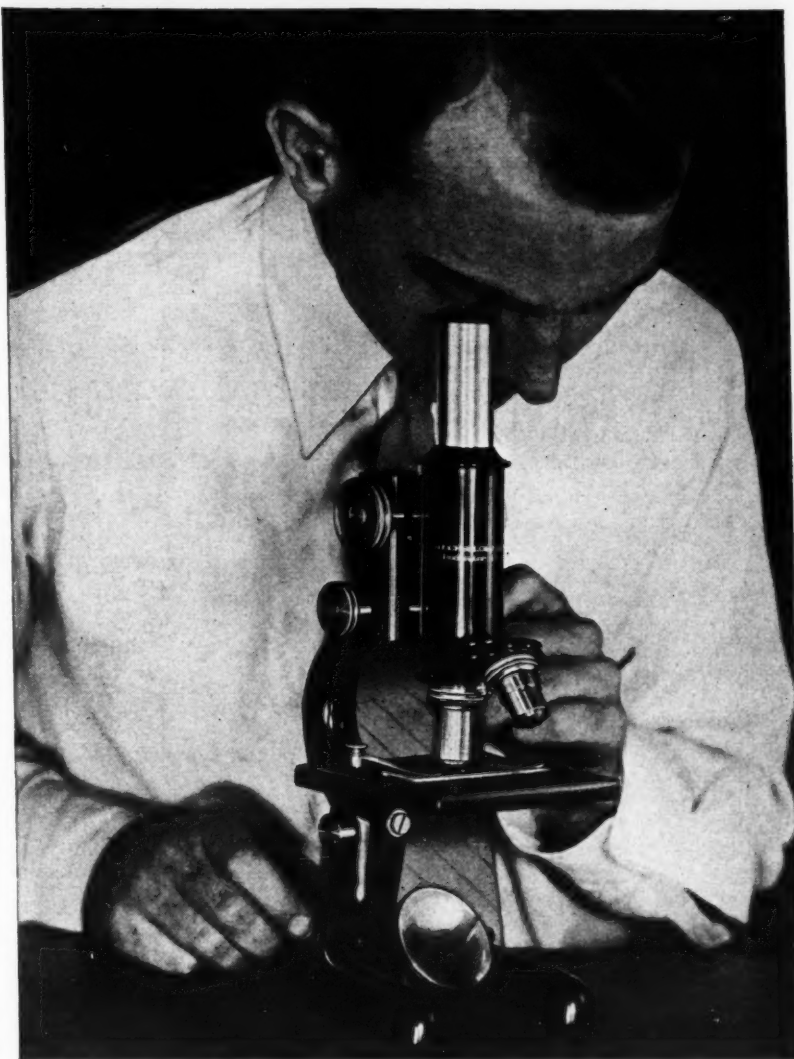
Included in this very comprehensive line is a wide variety of School Desks, Tablet Arm Chairs, Kindergarten Tables and Chairs, Steel Folding Chairs, and a great number of Auditorium Chairs with either upholstered or plywood backs and seats. Finest quality seating for every class-room and auditorium need. Catalog on request.

IRWIN SEATING COMPANY

GRAND RAPIDS, MICHIGAN

Seating Specialists for Over a Quarter Century

NEW YORK OFFICE: 381 4th Ave. — CHICAGO: 610 So. Michigan Ave.
TERRITORIAL DISTRIBUTORS THROUGHOUT U. S. A.



For Elementary Biology Classes A New B & L MICROSCOPE

This new instrument, the F B Microscope, though low in price uses the same high quality optics with which the most expensive B & L Microscopes are equipped.

The price as low as \$65.80, is made possible by eliminating all features except those necessary for elementary work.

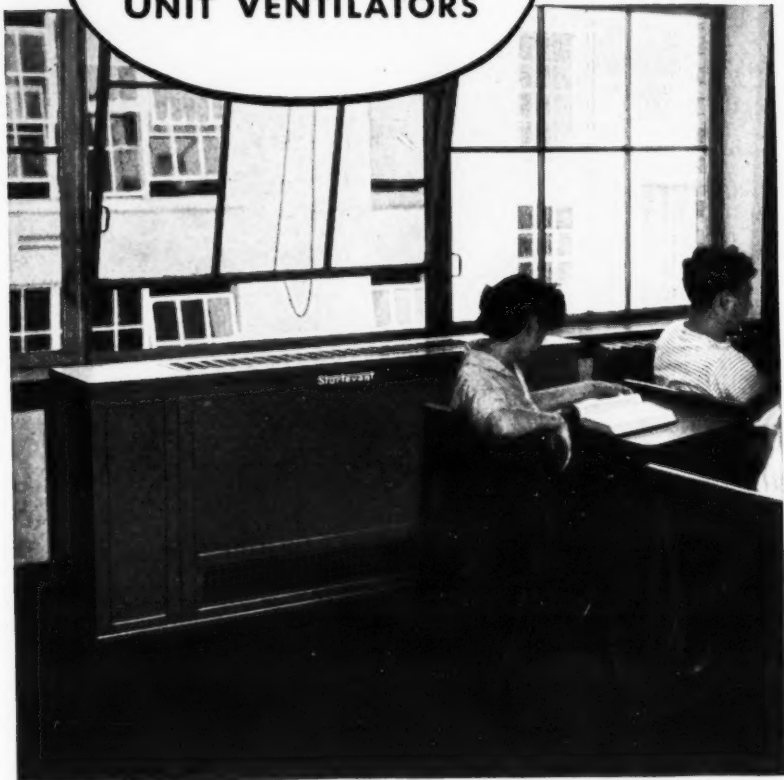
Equipment includes coarse and fine adjustment, double revolving nosepiece, rotatable disc diaphragm, *concave mirror all mounted on the well known F Microscope stand. For further information write to Bausch & Lomb Optical Company, 673 St. Paul Street, Rochester, N. Y.

* Cannot be equipped with substage Condenser

Bausch & Lomb

72

Sturtevant
REG. U. S. PAT. OFF.
UNIT VENTILATORS



Selected for

WEEQUAHIC H. S., NEWARK, N. J.

Are you faced with the responsibility of deciding on unit ventilator equipment for your school or schools? If so, the selection of Sturtevant Unit Ventilators for this fine school will interest you.

This Sturtevant Equipment was chosen after very severe and extensive tests by an outside engineering concern. 72 units in all have been installed.

The selection of Sturtevant Ventilating Equipment for countless schools and other places throughout the country is the most convincing evidence we can offer of the effective, economical service it provides.

The world's largest high school in Trenton, New Jersey, uses it. It is found in the new Arbor Hills, Jr. High School in Albany, N.Y.



Weequahic High School, Newark, N. J. Architects: Guilbert & Beitel, Newark, N. J. Business Manager: C. I. Shirley, Board of Education.

—where 82 Sturtevant Unit Ventilators are installed.

The new 22 story Philadelphia office building of the Pennsylvania Railroad, the Detroit-Canada Vehicular Tunnel, and the Optical Building of the California Institute of Technology, Pasadena, are a few other Sturtevant-equipped places.

B. F. STURTEVANT COMPANY
 Hyde Park Boston, Mass.
 Chicago, Ill., 400 N. Michigan Ave.; San Francisco, Cal., 681 Market St. Branch Offices in other cities

HEATING, VENTILATING AND



AIR CONDITIONING EQUIPMENT

BOARDS OF EDUCATION

♦ Chattanooga, Tenn. Paul Campbell, chairman of the committee sponsoring the new board control system, has declared that the act does not contemplate changes in the present teaching force. The statement was made to eliminate an impression that the bill would tend to eliminate all teachers without degrees. The new plan has been proposed as a means of gradually building up the school system, removing it from politics and permitting greater efficiency and economy. The bill is to be approved at a referendum of the voters.

♦ Cairo, Ala. A group of Limestone County citizens has begun a movement for the establishment of a high school for the accommodation of pupils of the town and surrounding community. Pres. H. J. Willingham, of the Florence State Teachers' College, spoke before the group, outlining the requirements necessary for the operation of a high school.

♦ Buffalo, N. Y. Mayor George J. Zimmerman recently made a bitter attack on the conduct of school affairs by Pres. John J. Eagan, of the board of education, and Regis O'Brien, a board member. In defending his position in the controversy over the legalizing of school-department appointments, the mayor denounced the two board leaders as "wreckers" of school-department morale and charged them with the dissemination of misleading propaganda. He also charged them with exerting influences to remove the superintendent of schools and pointed out that the present high standard of the school system was accomplished solely by the teamwork of the superintendent, the teachers, and school employees.

♦ Charlotte, N. C. The school board has adopted a music fee of \$10 a year to be required of students who take the music course. The fee will bring in around \$4,000 which will pay for teachers and musical equipment.

♦ Laramie, Wyo. School-board members from nine Wyoming counties have organized a state school-board association. The association will hold its meetings at the same time as the state teachers' association in October. The officers are C. L. Morton, Guernsey, president; John McPhie, Kemmerer, vice-president; E. C. Wiley, Manderson, secretary.

♦ Barre, Mass. The school board has adopted a rule, lowering the entrance age for first-grade pupils. Under the rule, children who are 5 years and 6 months old on September 1 may be admitted to the first grade. The change was made because of a falling off in attendance in the lower grades.

♦ Fort Thomas, Ky. The board of education has not made a retrenchment but is enriching its school activities in the face of a sentiment for retrenchment. All school services of the past have been retained, and this year the kindergartens have been added to the school system.

♦ Toledo, Ohio. The board of education has issued an ultimatum that radicalism in the public schools must be eliminated. Five teachers, who were accused of having tendencies to radicalism have been informed that they must cease their activities or suffer the loss of their teaching positions. The names of the teachers were not made public.

♦ Grand Rapids, Mich. The board of education has begun a campaign against the imposition of a 15-mill tax limit on the city and school system. Mr. R. H. Merrill, chairman of a special committee on the subject, presented a report, in which he showed that the city schools would be lucky if they would be assured of five months' school a year. He predicted that teachers would be cut more than 50 per cent of what are figured by the board as "nominal" salaries as of 1932. Mr. Merrill believes that the adoption of a 15-mill tax limitation in the city would shorten the school year for 1934-35, due to the fact that all borrowing prospects would be cut off.

♦ Racine, Wis. The school-administrative organization, under the dual plan for years, with responsibility shared by the superintendent and the secretary of the board of education, has been changed by a vote of the board, and the sole responsibility of chief executive of the schools has been given to Supt. W. C. Giese. The change was effected by the adoption of a resolution submitted last June by Commissioner Jacobsen. Under the plan, the set-up of the administrative branch of the schools will remain the same as formerly, with Mr. Giese in charge of the educational branch, and Arthur Schafer in charge of the business administration, but with Mr. Giese alone responsible to the board of education.

♦ Blue Island, Ill. The final action in the separation of the grade- and high-school educational systems has been taken by the grade-school board with a decision to reemploy J. E. Lemon as grade superintendent. The action was taken following an announcement of the high-school board that they would no longer pay the salaries of seventh- and eighth-grade teachers and it means the end of the junior-high-school system in the city.

♦ A new school law passed in Kentucky has had the effect of reducing the number of school-board mem-

bers. Under the law, the number of members in Bowling Green will be reduced from nine to five. Two members, instead of five, will be candidates for membership in 1935.

♦ The Louisiana state legislature has passed a new teacher-tenure bill for the Orleans Parish, which provides that teachers may not be removed by school boards without a public trial at which charges against them must be revealed. Under the previous legislation, only a hearing was provided, which might not be public. After three years of service in the schools, a teacher is given final appointment and may only be dismissed after a trial.

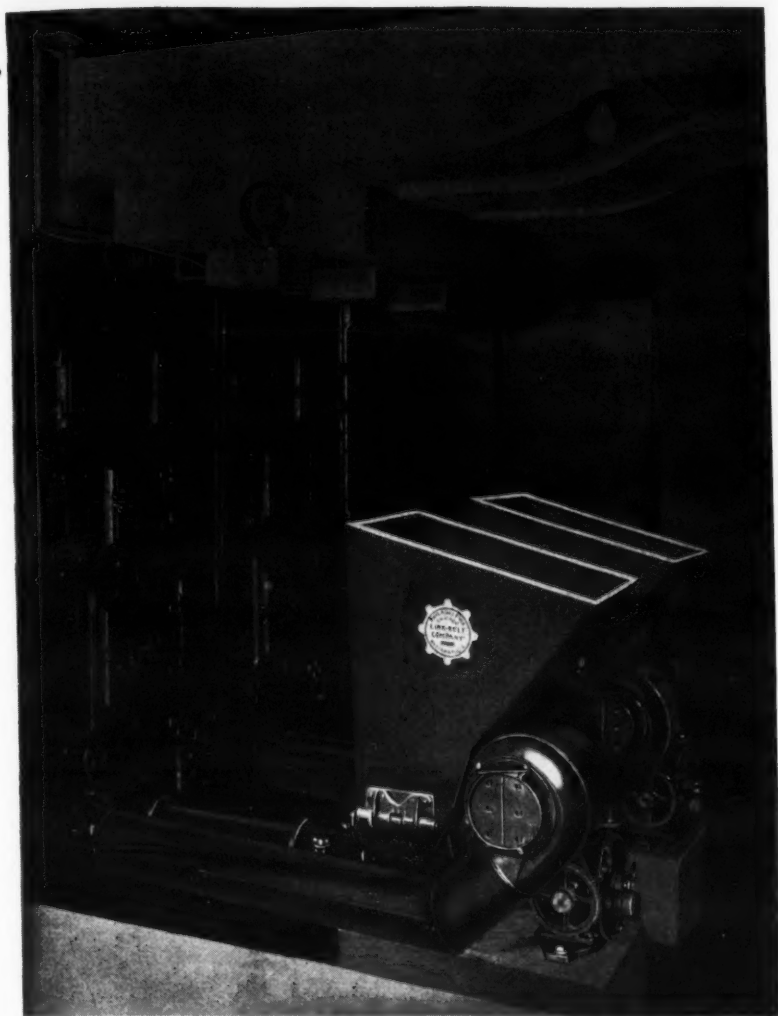
♦ Prof. E. S. Evenden, of Columbia University, in reporting on a three-year survey of teaching made under the direction of the U. S. Office of Education, recently declared that overproduction of teachers had reached such a stage that oversupply is professionally demoralizing to employed and unemployed teachers. Dr. Evenden advised every state in the union to take immediate action toward reducing the number of persons seeking positions. For the present, he suggested that every teacher-training institution cut its capacity to 80 per cent of the former enrollment. He predicted that the selection of only those teachers whose preparation is up to the standard would tend to eliminate a large part of the present oversupply of teachers.

♦ Fort Smith, Ark. The board of education has continued in force a rule adopted in 1928, which provides that a teacher who marries automatically forfeits her teaching position. Under the rule, a married teacher who resigns her position is not eligible for reinstatement. Since the operation of the rule, the number of married women teachers has been reduced from 26 to 16.

♦ Dallas, Tex. Under a new rule of the school board, teachers who are appointed to teaching positions must have a degree and a permanent certificate. High-school teachers must have three years and grade teachers two years of experience. The rule was passed because of the oversupply of unemployed teachers with degrees.

♦ Boston, Mass. The school board has voted to reinstate the schedule of annual increments of salaries on September 1. It was ordered that teachers, members of the supervising staff, and others who on August 31, 1934, had not reached the maximum of their salary schedules should be advanced on their respective anniversaries by the amount of the annual increment provided in the schedules. Every office and position with a salary on an annual basis, which is in excess of \$1,600, will be reduced by 15 per cent, but no salary will be reduced below \$1,440. Positions carrying a salary in

These Link-Belt Stokers Save the school 30% in Fuel Cost alone



The two Link-Belt automatic coal burners illustrated at the left, in service at a Wisconsin school, effect savings in the cost of coal amounting to 30%. In addition, this modern method of firing releases the fireman for other duties, eliminates smoke, is safe, and maintains healthful uniformity of temperatures.

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the range of \$1,000 to \$1,600 will be reduced by 10 per cent, but no salary will be reduced below \$960.

♦ The public schools of Howell, Mich., sponsored a musical and a recreational program as a part of their service to the community during the vacation period. The regular music instructor met the members of the school band for one rehearsal each week, and the band gave a free, open-air concert once each week on the courthouse lawn.

The recreational program called for the employment of the regular athletic director during the summer months. He had charge of the ball games for adults and factory workers, the quoit-pitching tournaments for junior and senior groups, the tennis tournaments, the swimming lessons, and the activities of the employment bureau in which an attempt was made to make contacts between the worker who needed a job and the employer who had one to offer.

♦ Governor Lehman of New York state has signed the Ives Law, requiring all teachers in public and private schools to swear allegiance to the federal and state constitution. The law is a revision of a former act which the governor had vetoed.

♦ Pontiac, Mich. The board of education has rescinded all resolutions restricting the employment of married women teachers. It was voted that, in employing new teachers, preference will be given where the qualifications are equal, to unmarried applicants.

♦ The senior high school at Pontiac, Mich., has gone on a 60-minute class period for the new school year. Formerly the high school was operated on a 45-minute program.

♦ The State Education Department of Pennsylvania has started a new plan of educational procedure, calling for a reconstruction of the educational program, a reorganization of school districts, and a revision of the system of school support within the state as a means of helping the schools to meet the economic situation in the future. The program has been inaugurated as a means of eliminating certain inequalities and conditions existing in the schools of today. Fundamental changes in organization and administration and intelligent co-operation of the public are needed to bring about these desirable changes.

♦ Sioux City, Iowa. The board of education has taken no action as yet to restore teachers' salaries to their former normal basis. Six additional teachers have been employed for the new school year, making a total teaching staff of 563 persons.

♦ Under the direction of Supt. T. G. Young, the administrative staff of the Shelbyville, Tenn., schools has eliminated the old-time commencement which

always interfered with the last month's schoolwork due to conflicting practices and other unnecessary evils. Under the new plan, short, improved assembly programs are held during the year. The public is regularly invited to attend these and they constitute, so far as the high-school seniors are concerned, the graduation exercises. The certificates are distributed at an assembly at the end of the school year.

♦ Shelbyville, Tenn. The new deal has provided a great impetus to local school activities. Under the direction of Supt. T. G. Young and with the assistance of funds provided through federal sources, the school campus is being beautified. The school board is also planning at a later date for an indoor playground so that children may have a place for exercises during inclement weather and with their own teachers in the school schedule.

Because of the summer campus, the school has arranged for music and singing periods to alternate with play periods. This plan takes care of two groups at the same time in an efficient way.

♦ The board of education at Cloquet, Minn., has added two teachers to the staff for next year, making the total number 63. The addition was made because of an increase in school population due to an increase in population. The city enjoys a satisfactory industrial situation which has attracted people to it because of the promise of work.

♦ Chattanooga, Tenn. More than one hundred veteran teachers, including a number of principals, will be eliminated under the provisions of a new school-board act, which is to be approved by the voters in a referendum election. The teachers comprise those who are unable to meet the new state requirements. The act is being supported by the Chamber of Commerce body.

Personal News of School Officials

♦ DR. FRANK A. MERCER has been elected president of the board of education at Pontiac, Mich. Mr. C. E. SUMMERS has been elected as a new member of the board.

♦ MISS HELEN PURCELL, director of kindergarten and elementary education in the Pennsylvania state education department, died on July 1, following a heart attack. Miss Purcell, who was a graduate of the University of Chicago, held a degree given by Teachers College, Columbia University, and had been successful in carrying out a program of improvement for elementary-school instruction in the state. She had recently completed a new course of study outline for the schools.

♦ MR. CLAUDE GRAMELSPACHER has been elected secretary of the board of education of Jasper, Ind. Other officers elected were Mr. LOUIS SEIBERT, president, and Mr. ALBERT SONDERMAN, treasurer.

♦ MRS. JULIA KIENE has been elected president of the school board of Topeka, Kans. JOHN F. SCOTT was elected vice-president, and H. L. ARMSTRONG was reelected business manager and clerk.

♦ F. J. HERRICK was reelected as president of the board of education of Mitchell, S. Dak.

♦ WILLIAM L. SHEPHERD has been elected secretary of the board of education at Guilford, Conn. He succeeds the late A. H. Lombard.

♦ CHARLES G. CROSBY, 65, president of the school board of Lexington, Mich., died suddenly on July 19, following an attack of heart disease.

♦ E. R. ESTBERG has been reelected as president of the board of education at Waukesha, Wis. M. J. McCoy was renamed first vice-president, FRED HOLTZ second vice-president, and G. O. BANTING, secretary.

♦ MR. LYNN THOMPSON has been elected president of the board of education at Minneapolis, Minn.

♦ The board of education of Neenah, Wis., has reorganized, with the election of N. J. WILLIAMS as president, W. K. AUSTIN as vice-president, and Mrs. J. F. GILLINGHAM as secretary.

♦ CLYDE W. REED has been elected president of the board of education of Fort Wayne, Ind.

♦ MR. J. O. H. SIMRALL, secretary and business manager of the board of education at Lexington, Ky., died at his home on July 31, at the age of 57. Mr. Simrall, who had completed 36 years of service on the board, had served continuously since his appointment in 1898, and is given credit for the excellent financial condition of the city school system.

♦ At the annual meeting of the school board of Thief River Falls, Minn., Mr. E. M. BENNES was reelected a member of the board. Mr. Benness has served on the board for ten years and has been president for the past eight years.

♦ The school board of Rice Lake, Wis., has reorganized for the year, with the reelection of DR. F. A. TATE as president, and D. T. MITCHELL as secretary.

♦ The board of education of Anderson, Ind., has reorganized with the election of W. H. FREE as president; R. M. CRITCHFIELD as secretary; and V. H. RIGGS as treasurer. Two other members were reelected.

♦ PROF. M. N. MCCARTNEY, former president of the Illinois State Teachers' Association, died at Metropolis, Ill., on August 4.

♦ MR. J. ELLIS DURRETT, of Lyons, Ohio, has become superintendent of schools at Bettsville.

♦ C. E. PALMER has taken over the position of superintendent of schools at Dover, Ohio.

♦ C. A. HUDSON, of Fremont, Ohio, has become superintendent of schools at Marion.

♦ MR. J. NELSON MOWLS, of Bellevue, Pa., has taken over the duties of superintendent of schools at Uniontown, Pa. He was elected for a four-year term.

♦ MR. FRANK S. JONES has been elected a member of the board of education of Easton, Pa., to succeed Henry Prentiss.

♦ SUPT. R. L. HUNT, of Madison, S. Dak., received the degree of Ph.D. from Colorado Teachers' College in August.

From FLOOR MAINTENANCE HEADQUARTERS



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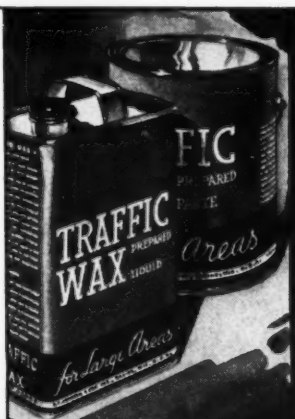
The world's largest maker of floor maintenance materials offers you this balanced value finish that needs no rubbing, no polishing. Specially developed by the Johnson Laboratories for use on large floor areas. No Buff Floor Finish gives you an ideal balance between the qualities of (1) long wear, (2) easy application, (3) quick drying, (4) high lustre, (5) low price. Try it! Test sample free.

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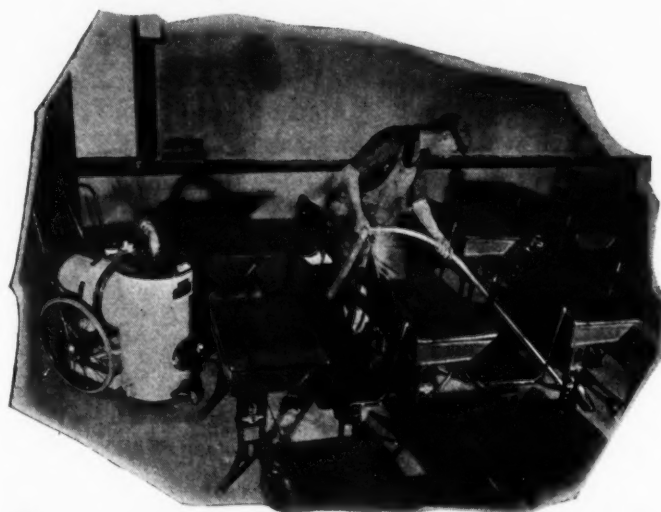
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Ask for the Bulletin.



PROVIDING SAFETY IN THE RURAL SCHOOLS

(Concluded from Page 39)

porches. Often frail grand stands are erected for field meets and other outdoor activities. None of these should be used without adequate inspection.

When new school sites are selected they should be at a good distance from a main highway, to avoid traffic accidents and noise. The school plot should be large, providing ample room for safe play. The playground should be well drained, preferably of a sandy nature.

Of course, the average teacher can be depended upon to be vigilant in all matters of safety, and her supervisor or superintendent may give her adequate instruction. Nevertheless, it is the responsibility of the board of education to provide the most effective safety measures possible. In most instances they, therefore, will prescribe rather definitely what shall be done. The average rural school usually has but little supervision. For the most part, the one-room teacher is left to go it alone most of the time.

Protection Against Highway Dangers

New hazards have developed so rapidly that the teacher is not always aware of them and she may have the false notion that any country place is wholly safe. She, furthermore, may be so overwhelmed by her many other duties as to overlook, or to neglect, safety measures.

Whoever is made directly responsible, the efficient board of education will see to it that:

- Children in the school do not play on the highway.
- Children are not allowed to coast on or across highways.
- Children are instructed to walk on the left side of the road on the way to, and from, school.
- Children do not "thumb" for rides, steal rides, nor get into a car with strangers.
- Children are not allowed to run and play at school with a sharp stick.
- Children are prohibited from fighting with sticks and stones.
- Children are acquainted with the dangers of

pushing their play fellows by surprise and of playing "practical" jokes, and definite instruction on safety is given in the home.

The school bus has brought new hazards. Some are greatly overcrowded; occasionally one upsets. Some states compel the drivers to come to a dead stop at railroad crossings. Certainly the board of education should always have the school bus stop at such crossings. The driver should be held responsible for children, to the end that they observe safety measures while boarding and leaving the bus and while riding on it.

Safeguarding the Health of the Rural Child

The board of education should provide for the health of the school child. The water supply should be checked and made safe. Individual drinking cups should be required where there are no drinking fountains; toilets should be sanitary and decent.

The heating plant should be adequate, and the ventilation proper. Lighting and seating should be in accordance with the best scientific knowledge now available. Any board member can make himself familiar with the most important facts. Certainly he will be uncomfortable when he fails to do his best to guarantee the most complete sanitary and hygienic safety possible in the physical set-up of the school plant.

The progressive board of education should see to it that health laws are strictly complied with, that the children are guarded against contagious and infectious diseases, and that all quarantines are rigidly enforced, so far as the school has jurisdiction. As an economic measure quite as much as a public health function, the local board of education should cooperate in every way with the county board and the local board of health, in immunizing children against smallpox and diphtheria.

Typhoid fever still takes a terrific toll among the rural population, while in large cities it has almost wholly disappeared. In 1927 there were several large cities that did not have a single case of typhoid fever. The board of education through its schools will also eventually wipe out the typhoid fever scourge from practically all rural homes.

Safety, then, to life and limb, safety to health in school and home, should always be a major personal interest of everyone who is a member of a rural board of education.

WHEN THE PARENTS APPROVE!

The message brought back to Philadelphia teachers from the Cleveland convention of the Department of Superintendence of the N.E.A. was this: That the best publicity that any school or school system can have is high-grade work in the classroom on the part of the teacher. All the schemes and devices for placing the work of the schools before the public cannot take the place of the day-by-day publicity that schools receive in every home via the pupils. This was the theme heard repeatedly—much more than any other—during the convention.

In every home where there are children attending the public schools, there is a constant rehearsal and repeating of the daily life in the classroom, an established part of the conversation at the morning, noon, and evening meal. Occasionally, we, the teachers, get reactions from parents but for the most part, be it approval or disapproval, we are unaware of this great silent audience that surrounds our every act. There is a constant sizing-up of the school and the classroom on the part of parents. When we consider the human frailties and immaturity of those who convey this type of school news into the home, the wonder is that there are not more misunderstandings.

If the parents are satisfied that the management of a school or a classroom is progressive, impartial, and intelligent, they are more likely to be satisfied with the expenditures for good schools and good teachers. No amount of formal publicity can be as convincing or as far-reaching in its effects as these teacher-pupil-parent contacts. As we go about our school and classroom work, therefore, we should never lose sight of the fact that in addition to being teachers, we are the most important media for the creation of good will toward the public schools and their support. —*News Letter, Philadelphia Teachers' Association.*

Heavens what a *din*!



Subdue that noise with Sound-Absorbing ACOUSTI-CELOTEX!

THE new school year is under way. Pupils crowd noisy corridors on their way to busy class rooms. Teachers take up their tasks once more.

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Hundreds of schools throughout the land have successfully solved this annoying problem of noise with Acousti-Celotex.

Decorative Acousti-Celotex tiles are applied to new or existing walls and ceilings and absorb noise to a remarkable degree. As a matter of scientific, tested fact, Type Triple B Acousti-Celotex, for example, has a noise reduction coefficient of 80%.

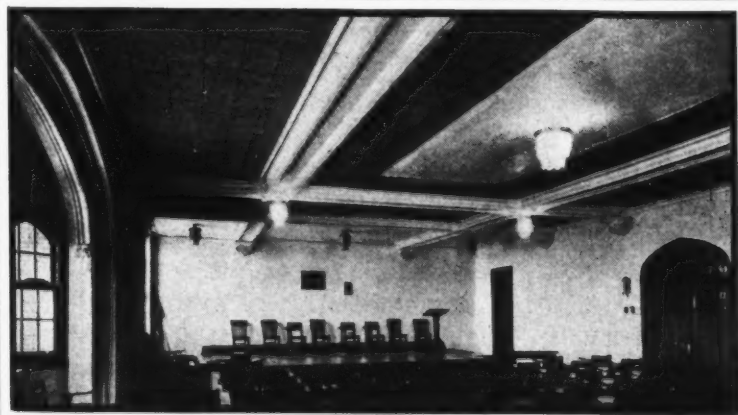
The most important point, how-

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This permanency is made possible by 441 perforations per square foot—a patented method—which provide positive access for sound waves to the inner absorbent material.

Acousti-Celotex is quickly and easily installed without disturbing routine. Our contractors devote special attention to school work. Paint, stencil or otherwise decorate as and when desired. Clean with brush or vacuum. When painted with a washable paint, it may be cleaned by washing.

Ask the Acousti-Celotex contracting engineer in your city about the new Type A half-inch material for large areas; also about new low prices.



Acousti-Celotex Type BB on the ceiling is responsible for correct acoustical conditions in the music room of Oliver Hazard Perry Junior High School, Providence, R. I. Architect, Architectural Department, City of Providence.

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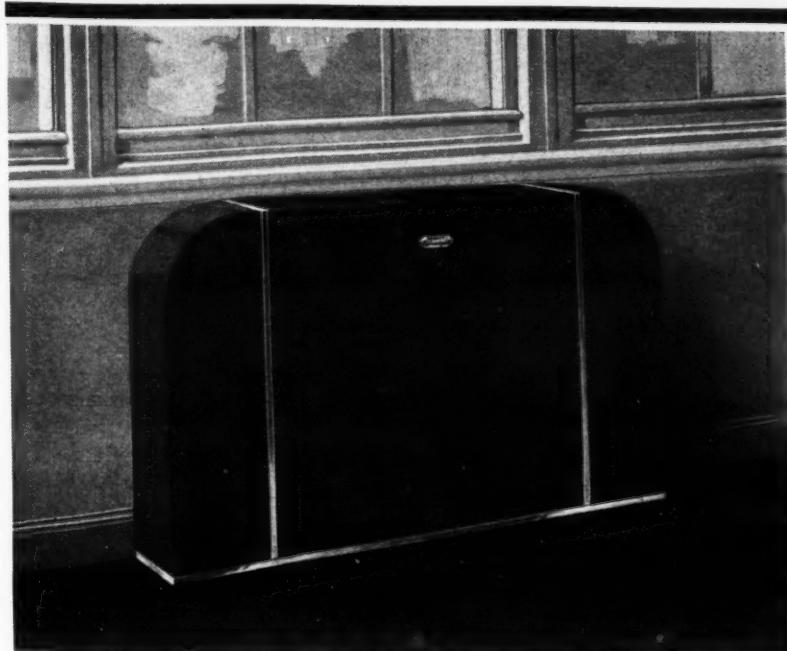
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THIS 1½-million-dollar high school, now under construction, is to enjoy the most advanced type of unit ventilation, developed by Nesbitt engineers. It is one of many schools whose boards have investigated and adopted the advantages of Syncritized Air.

The Syncrizers in the duPont School will always supply a definite minimum quantity of outdoor air to the occupied room, automatically selecting as much more as is necessary to prevent overheating under any condition. The continuous air stream from the unit is never cold enough to cause a draft, because the air taken from outdoors is heated to a safe minimum temperature (ten degrees below the desired room temperature) principally by the automatic admixture of the necessary amount of room air. Therefore, throughout the school day, the radiator in the

unit seldom has to heat the air stream more than ten degrees.

As a result of harmonizing or "syncrizing" the air-stream and room temperatures, the room air is always uniformly fresh and invigorating, never drafty or overheated. We call it Syncritized Air.

Where a State's law requires all outdoor air, the Syncrizer will supply it; and when such a State's law is modified to permit greater fuel economy through recirculation of some room air, the Syncrizer's performance can be easily adjusted accordingly. Thus it is TOMORROW'S Heating and Ventilating Unit TODAY.

The duPont High School will save greatly by equipping with Syncrizers. Smaller boilers and pipes can be installed, and the fuel cost for ventilating will be only about 30 per cent of what some units would require.

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"Because it's so practical," that's what hundreds of Superintendents and Sight-Saving Supervisors said about this new all-purpose desk—the latest "Kundtz" achievement—which safeguards precious eyesight and really makes good posture possible.

- Regulation size working surface—24 inches long.
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- Spacious book compartment in front of student. Readily accessible by merely lifting the lid.
- Floor space required for entire unit permits normal full seating capacity in any standard size classroom.
- Correct posture chair. Noiseless ball bearing swivel. Seat can be entered from either side—no obstructions.

Write now, for full details, and catalogue showing our complete line of school seating.



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ADJUSTING RULES FOR COMPENSATION OF SCHOOL EMPLOYEES

The state workmen's compensation laws which universally include teachers and other school employees in the compulsory provisions, have made it necessary for local boards of education to set up machinery for handling cases of injury arising out of the accidents received in the discharge of school duties and illnesses caused by contingencies of schoolwork.

In some of the large cities it has been necessary to designate an employee of the school-board business office to handle such cases, along with other administrative duties. The Pittsburgh, Pa., board of public education has set up a rather comprehensive plan to safeguard the interests of both the board and the employees. The following rules make the set-up clear:

1. All injuries to employees of the board of public education which may be made the basis of a claim for compensation under the workmen's compensation act shall immediately be reported to the office of the secretary of the board by the head of the proper department or the person immediately in charge of the work being done by the injured employee upon such forms and with such detail as may be prescribed by the secretary's office.

2. All such cases shall immediately be investigated by the adjuster and if there be no dispute as to the facts and if it shall appear that the employee is clearly entitled to compensation, then the adjuster shall, except as otherwise provided therein, execute on behalf of the board of public education, an agreement with the employee, governing the rate of compensation and perform all other acts which may be necessary to comply with the workmen's compensation law.

3. If the admitted facts do not show a clear case of liability on the part of the board of public education, or a clear right on the part of the employee to receive compensation under the workmen's compensation act, then the question shall be admitted, by the adjuster, to the compensation board, and the adjuster shall represent the board of public education before the referee and submit such evidence as may be available to establish the nonliability of the board of public education. If the decision of the referee be adverse then the adjuster may take an appeal to the compensation board, and if the decision of the board be adverse then an appeal may be taken to the court of common pleas. In all matters pertaining to appeals from the decision of the referee or the workmen's compensation board, the adjuster shall confer with the solicitor of the board of public education.

4. In all matters pertaining to the cost of medical

attendance and hospitalization, the adjuster shall thoroughly investigate such claims and approve the same only after being thoroughly satisfied that the charges are fair and reasonable.

5. In case of any dispute in regard to the termination of disability or in regard to any compensation agreement, or mistakes occurring therein, or in the case of any occurrence after the execution of the compensation agreement which would seem to reduce the liability of the board of public education, then the adjuster shall immediately refer the same to the referee of the compensation board for decision and take such other steps as may be necessary to properly protect the interests of the board of public education.

6. The adjuster shall furnish to the accounting department, at such intervals as the accounting department may require, a schedule showing all agreements entered into, the amount of compensation to be paid and the intervals at which payments are to be made. He shall also furnish to the accounting department, in advance of each payroll, or at such intervals as the accounting department may require, a schedule showing checks to be drawn for compensation, hospitalization, or medical services, showing the name of the person to whom payment is to be made, the amount of the payment, and what it is for, together with the date the payment is due, with such other information as the accounting department may require. The adjuster shall attach his certificate certifying that the various amounts are justly owing and unpaid and this schedule shall bear the indorsement of the secretary.

7. Compensation or other charges paid on account of injury to employees of the lunch department shall be charged to and paid by that department and separate schedules and reports shall be filed with the accounting department covering employees of the lunch department.

8. After an agreement for compensation has been made and executed, the proper officers of the board are authorized to issue warrants for the payment of compensation, medical services, and hospitalization, or other charges, after such payments have been approved by the adjuster and the secretary.

9. All cases involving compensation for death shall be referred to and approved by the board of public education.

10. The secretary shall report to the board monthly the entire cost involved in carrying compensation insurance, including any expenses incurred in connection with investigation and adjustments, the amount paid out as compensation, the amount paid for medical services, and the amount paid for hospitalization. He

shall also report to the Committee on Finance and Administration, for record in that committee, a schedule of all compensation agreements executed during the previous month, showing the name of the injured employee, the nature of his or her employment, a brief description of the injury and how it occurred, and the weekly compensation allowed, together with such further information as may be deemed pertinent.

DOCTOR ROCKWELL BECOMES COMMISSIONER OF EDUCATION FOR MINNESOTA

Dr. John G. Rockwell, on August 1, assumed the office of State Commissioner of Education for Minnesota. He was appointed to fill the unexpired term of Mr. E. M. Phillips, who was elected upon the death of J. M. McConnell in May, 1933, and reelected last winter for a term of four years.

Dr. Rockwell, who has been a resident of St. Paul during the past eleven years, studied at Stanford University, Stanford, Calif., where he received the Ph.D. degree. He has served as professor of educational psychology at the University of Minnesota, and was an instructor in Missouri University in 1930. He is a veteran of the world war and served overseas with the Ninety-first Division. Dr. Rockwell has held various administrative positions, notably as superintendent of schools at Butte, Nebr.

PERSONAL NEWS OF SUPERINTENDENTS

● MR. F. R. WEGNER has been elected superintendent of schools at Roslyn, N. Y.

● MR. C. C. RING, of Camden, N. Y., has been elected superintendent of schools at Little Falls, to succeed F. R. Wegner.

● MR. F. L. AUSTIN, of Lincoln, Nebr., has become superintendent of schools at Southbridge, Mass., succeeding Arthur E. Pierce. Mr. Austin, who was formerly deputy state superintendent of public instruction, is a graduate of the University of Nebraska and holds the degrees of master of arts, bachelor of arts, and master of education. He completed his graduate work at the Harvard Graduate School of Education.

● SUPT. F. W. PHILLIPS, of De Kalb, Ill., has been reelected for the next year.

● SUPT. D. R. STANFIELD, of Edison, Ohio, has received a master's degree in education from Ohio State University.

● DR. WILLIAM A. COOK, formerly connected with the University of Cincinnati, has become principal of the junior-senior high school at Dayton, Ky.

● SUPT. O. W. DAVIS of Dayton, Ky., recently completed a series of arithmetic books. The series was completed after three years of work.

● MR. HENRY E. SMITH, of South Milwaukee, Wis., has taken over the office of superintendent of schools at Sheboygan. Mr. Smith will remain at South Milwaukee until a successor is appointed, but will take over the Sheboygan position on October 1.

MANUAL TRAINING Teacher's Pet

Here he is—Sturdy Masonite PRESWOOD—up at the head of the class. Teacher turns to him with confidence. And well he may, for when problems arise, Sturdy PRESWOOD is right there with the answers. Just listen to him when he gets in action.



QUESTION: How can we cut our costs in manual training classes?

ANSWER: Use Masonite PRESWOOD. Buy sizes to fit your needs. Avoid wasteful left-overs in cutting up large pieces.

QUESTION: How can we build sturdy articles?

ANSWER: Use Masonite PRESWOOD. It will not warp, split or crack. All-wood pressed into light, durable sheets, it can be relied upon to stay fitted exactly according to specifications.

QUESTION: How can students obtain confidence in using tools?

ANSWER: Work with Masonite PRESWOOD. Its uniform, grainless texture makes smooth cutting certain and easy. No cross-grain sawing. No splintering on sawed edges.

QUESTION: What are other Masonite Products? Where used?

ANSWER: They are used for general school purposes anywhere.

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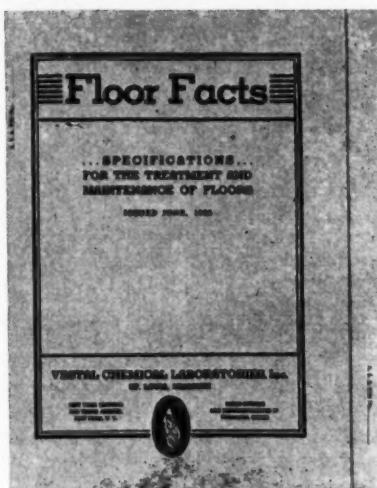
ANSWER: At leading lumber dealers everywhere.

QUESTION: Can we have a sample of PRESWOOD to experiment with in our own shop?

ANSWER: Certainly! Address Masonite Corporation, 111 W. Washington Street, Chicago, Ill.

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HIGH SCHOOLS AND THE PROBLEM OF TAXATION

(Concluded from Page 14)

shackles off business by freeing it from taxation.

This general attitude is quite prevalent among certain types of organizations and in certain papers. There seems to be a general disposition on the part of these organizations and papers to represent all government expenditure as tending to impoverish the country, and their general attitude is that any diminution of such expenditure is to be welcomed.

Tax Ability of the United States

If taxation to the extent of 15 per cent or more of the national income, for all purposes, which is in prospect for the United States, is sufficient to cripple the United States, how is it that Great Britain, which had taxation which consumed 22 per cent of her income before 1927, is still able to do business at the old stand, and, incidentally, has a surplus in her treasury? If Great Britain could afford to use 22 per cent of her national income for taxation, Norway 20 per cent, France 18½ per cent, and Japan 14.4 per cent, when the United States was taxing itself to the extent of only 10.2 per cent of its income, it appears that we should be able to spend 15 per cent of our income for necessary functions of government. This is true all the more since the income per capita of the United States is so much larger than that of any other nation.

Governmental expenditures should be made as economically and efficiently as it is possible for any expenditures to be made. The foregoing paragraphs do not uphold the theory that we can tax ourselves rich, but that taxation for legitimate and necessary governmental services does not impoverish a people. The whole question appears to rest in the determination of

whether the general welfare will be better served by leaving the money in the hands of the individuals composing society or by collecting that money to be spent for the common good.

In the City of New York, the class size in the schools is very large and there are thousands of eligibles on the waiting list who have not received teaching appointments. If some of the eligibles are appointed to reduce class size and improve conditions in the schools, would the community as a whole be impoverished, if the burden of support were equitably spread over the community in accordance with the criterion of ability to pay?

The argument that increased taxation is necessarily bad, or necessarily has a detrimental effect upon industry, appears to be essentially fallacious. Taxes are not good in themselves. The opinion of writers that taxation should be kept to a minimum, is sound, but while there are people in our country with the ability to support additional taxation and there are social services which should be rendered, the sole test as to whether taxes should be collected for any particular service is whether in the long run it will be for the greatest benefit to all.

THE ARCHITECT'S CONTRACT

(Concluded from Page 36)

chitects. For this reason, I believe it would be a wise policy for the board to save the 10 per cent fee and leave the selection and purchase of the equipment up to its superintendent.

Item 44 relative to the arbitration of disputes that might arise in a school-building situation is very important. If the architect selects one arbitrator and the board a second, these two are likely to choose a third that will be broad-minded and fair in settling any question that is in dispute. These three arbitrators should have no financial interest in the contract or business affairs of either the architect or the

board of education. They should be wholly neutral and unbiased and should bear this in mind continually when working for a solution to a question in dispute.

The matter of having successors, executors, administrators, and assigns, of the owner and architect, assume contractual obligations of the owner or architect in case of death or disability, is highly important. This contract enables the board to require from the successor or assigns of the architect, in case of his death, a fulfillment of his contract. The clause is also important in a case where the board might have paid the architect three fifths of his fee with the building only one third finished. It protects the architect in the case of an upheaval in the school district, where a majority of the members of the board are thrown out of office before the completion of the building, and are succeeded by a group of people who might not see the project carried through.

The other items listed in this form that have not been elaborated upon in this article should be included in the contract in order to protect the professional status of the architect. Above all, the taxpaying citizens of a community, who depend upon the board to safeguard the funds being used for the construction of public schools, should be protected.

COMPARING COSTS FOR HIGH SCHOOL AND ELEMENTARY SCHOOL

(Concluded from Page 25)

school pupil-cost ratio itself an index of efficiency, for it is evident that schools may vary either above or below the standard because of limitations or excesses in the school program. It is, rather, a point of departure from which a careful study can be made of the educational costs and returns in the community.

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THE STUDENT LOOKS AT HIS SCHOOL

(Continued from Page 28)

This necessity of clearing the halls is one of them. It is a traffic problem that cannot be avoided. If and when we get our new building, with wider halls and more of them, the "student council" may care to take over the responsibility of keeping the halls clear. We can talk about that when the time comes.

The 15-minute bell has been enforced good-naturedly. There have been very few penalties—perhaps too few. Freedom has been allowed in the various rooms. Most of the teachers allow visitors to come to their rooms during the 15-minute period. Those of you who may not wish to go so early to class should watch the following points: (1) Do not come to school so early at noon. (2) Do not stay outside until the 5-minute bells rings, as the rule does not apply to people until they come inside the building. (3) If the thirty or forty who habitually wait to be moved would go along to class, there would be no need for faculty members to be out in the hall at all. Most of the students move along just about as they are supposed to.

Good Points of Flathead

You know in a general way that Flathead County High School enjoys a good reputation. Let us be a little more specific and put down some of the points about our school which are considered to be laudable:

1. The school has received a great deal of worthwhile publicity during the past several years. In 1929 Joy Elmer Morgan, editor of the *Journal of the National Education Association*, in one of his editorials gave special attention to Flathead. Here is one of his statements: "Out in northwestern Montana is a great institution known as the Flathead County High School."

Three years ago Professor Emery N. Ferriss, of Cornell, representing the nation-wide high-school survey undertaken by the Federal Office of Education, made a personal visit to Flathead. Altogether he visited but twenty schools out of a total of at least 10,000 so-called "rural high schools" in America. Flathead was the farthest point west.

Mr. Richard Hale, of the Graduate Department of Cornell University, made a comparative study four years ago of Flathead County High School and a consolidated high school of the same size in California. In spite of the fact that Flathead spent less than one hundred dollars per pupil and the California school

almost twice that, Mr. Hale's conclusion was that Flathead is at least equal to the other on the basis of service rendered.

The *School Executives Magazine* five years ago asked for a description of this high school, and this write-up, several pages in length, was printed in the July, 1929, issue. In his introduction the editor wrote: "Can anyone read this article and not feel, somehow, that the officials and the faculty are making an unusual school, not only of the northwest but of all geographical regions?"

Dr. W. J. Cooper, recently the U. S. Commissioner of Education, has asked Flathead to participate in an educational survey as one of "a selected number of secondary schools in smaller communities and rural areas that are outstanding because of the excellent character of their work."

Our part-time industrial plan is quoted and followed in several cities and states. Three years ago the *National Kiwanis Magazine* devoted several pages to the Flathead plan.

The nation-wide survey of secondary schools has just been completed. One section of the report entitled, "Smaller Secondary Schools," makes a study of the American high schools under one thousand in enrollment. Flathead received more space in this pamphlet than any other high school.

2. This high school has always lived within its income. This was true during prosperity as well as during the depression. Generally speaking, there is no high school in the northwest which has given education to its people at a smaller per student cost. This may or may not be something to brag about. There may be something to the viewpoint that Flathead has been too niggardly in its expenses.

3. The spirit of change and progress is kept reasonably alive in this school. Conscientious attempts are under way all the time to keep the school from getting into the famous rut. The faculty-student committees at work now on various phases of student activity are evidence of this.

4. Our course of study and curriculum accords fairly well with modern ideas of what a school should offer. There is a continual effort on the part of faculty members to sift the material offered in the various courses, to eliminate that which is merely traditional and to add material that is alive and up-to-date. In the case of college-entrance subjects, an attempt is made to make these valuable for other purposes. Generally speaking, the greatest emphasis is placed upon the social studies, on citizenship, on the practical

aspects of English, and on an understanding of science.

5. Flathead is not a college-entrance institution. Most of our students will not attend colleges. Their training will end with Flathead. But those who will attend college can get at Flathead the requirements that are needed.

6. A reasonable amount of direct vocational training is offered, and a considerable amount of vocational guidance. Our leading vocational departments are the "industrial coöperative," the "agricultural," and the "commercial" departments. In a certain sense the home-economics department is vocational. It must be remembered that the best vocational training one can get is the development of an ability to get along with people. The ability to use English well is also important for almost any vocation.

7. Flathead attempts to give opportunities for the development of hobbies and leisure-time interests. For instance, consider our music, journalism, certain phases of science, opportunities for creative writing, public speaking, dramatics, athletics, etc.

Some of Our Weaknesses

Here again let us list some of the points where we may be falling down. In general, we may as well admit that some day there may be high schools which are fully twice as effective as the schools of today. But it can be said that the progressive high school is as efficient and as serviceable as is almost any other public institution in society.

1. Flathead does not offer enough of physical education or manual arts. There probably should be more work in the foreign languages. There may be some of our present courses which are not kept fully up to date.

2. This particular year, especially the last two months, there has been a feeling that student activities are not carried on as energetically as they should be, that there is a lack of student leadership and in a willingness to work for the school. It is because of this charge that the studies mentioned above have been undertaken by faculty-student committees.

3. Perhaps we should have better athletic teams, especially in basketball. Generally speaking, our football teams have done well enough the past few years, and, of course, basketball depends on gymnasium facilities. We should probably make a better showing in track than we have made the past few years.

4. There should be better ways of reaching the individual student and of giving him what he needs. What he needs may not necessarily be what he wants,

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however. In general there should be more attention to individual interests and abilities. Perhaps there cannot be much improvement on this point until we can afford a larger corps of teachers.

What is Expected of Faculty Members

Teachers must be fair, otherwise they shouldn't be in this or any other school. They must be fair as to grades, excuses, not holding grudges, telling students directly and courteously of their faults. But don't be too sure that you are always in a position to understand whether or not a certain teacher is fair. There is probably a difference of opinion and your opinion may be a little warped. If you get to thinking that a certain teacher is very unkind or unfair, you might remember that the teacher himself is not always treated fairly. And you mustn't expect a teacher always to make perfectly fair decisions any more than you would expect this of your father, or of the mayor of the city, or the governor of the state.

Faculty members should retain a lively interest in those activities which interest youth. Many folks out in the world have become bitter and uncharitable toward the failings and desires of young people. In this school we expect our teachers to show a reasonable amount of interest in a variety of student activities—forensic, musical, literary, journalistic, and athletic. They should attend these events whenever possible, although it is unfair to expect a teacher to be at every game, play, or program. We expect our teachers in Flathead to be interested in the whole institution, not in just one little unit of it.

Students should certainly not expect all teachers to look or act the same. There are personality differences among teachers as well as among students. Some show their feelings more than others, some are more personal than others, some are more dynamic, some are more temperamental. They differ in their methods of securing discipline. This is well, for a school needs a variety of teachers and teaching.

Teachers are not above criticism, but they should be above unfair and unconsidered criticism. It isn't fair to be hasty in judging a teacher any more than it is fair for a teacher to be hasty in judging a student.

School Spirit

Perhaps nothing about school is more talked or written about than this so-called "school spirit." All schools are all the time wondering about their school spirit, and it is well that they should. In general there are two kinds of school spirit: (1) noise and enthus-

iasm in connection with the interscholastic activities, and (2) the general morale of the entire school which may not express itself at all in noise-making. In fact, it is often just the opposite. School spirit in this broader sense does not pertain altogether to extra-curricular activities. Years ago, before there were any of these activities, there were schools which ranked high in morale and spirit. School spirit includes one's general attitude toward his school, faculty, and fellow students. How unselfish is this attitude? How much of his own pleasure and ambition is he willing to sacrifice in order that his club or his team or his school may benefit? From one viewpoint school spirit is a matter of working together to make a better school; from another, it is a matter of pride in the accomplishment of the school; from still another viewpoint it is a matter of willingness to give of oneself to the group or to the school. This is the same spirit that makes a good community or a great nation. Several years ago a student and faculty committee in this school worked out the following standards under "sportsmanship and school spirit":

In contests, does he win without becoming unduly conceited?

Does he lose without becoming grouchy or giving alibis?

Does he take a penalty gracefully? Or at least appeal his case courteously?

Does he treat his opponents with courtesy?

Does he do his best, regardless of outcome?

Does he stand for fair play in games, and discussion?

Does he stand criticism and jokes at his expense pleasantly?

Does he take pride in the scholarship standards, forensic and literary exploits, and athletics of his class and school?

Does he attend a reasonable number of school affairs?

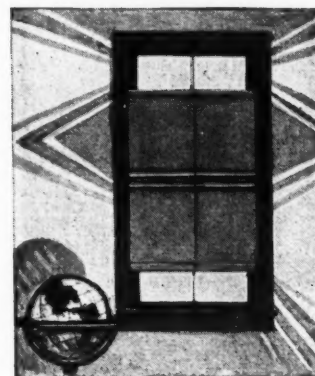
Does he show his school spirit by doing rather than by shouting?

Does he give in gracefully to the will of the majority?

Athletics

Athletics plays a very important part in school life because it gets into our blood and stirs our feelings and emotions. It appeals to instincts which are more or less fundamental and primitive. A football game is much more exciting, for instance, than a report in history or an examination in chemistry. Athletics has possibilities for good or for bad. Rightly supervised

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and coached it can be made to create pride in the school, to demonstrate lessons in sportsmanship, to teach the art of give-and-take. A good program of athletics is worthy of the support of every student. In fact, a healthy interest in athletics is almost essential to a well-balanced school spirit. The best results are felt, however, when the program of sports includes a large number of students as participants, not just spectators.

Noise and yelling are natural at games. Noise in connection with athletics is essential, but that isn't all there is to school spirit by any means.

Suggested Things to Talk About

1. Should there be more participation in control of discipline in this high school—discipline in the study hall, library, halls? If so, how would this control be exercised? Through the student council?

2. If our assemblies are not altogether satisfactory, how would you want to change them? What sort of program would you want, bearing in mind the general fact that school assemblies must accord with educational purposes? Would you like to have more group singing in assembly? Would you want more "yell assemblies" than you have now been having? If so, how often would you want them?

3. Would you like more homeroom meetings than you have been having? If so, what are some of the matters you would like to take up in these homerooms? Should there be representatives of the homerooms in the student council?

4. Are you reasonably well satisfied with our present system of parties and social affairs? Generally speaking, each organization is allowed one social affair during the semester, if wanted. Our social affairs are almost altogether a matter of dancing. Should there be more of other types of entertainment? If so, what?

5. As to the classroom work do you feel, generally speaking, that you have too much homework or not enough? Considering the size of the classes and the number of students the teacher meets daily, do you feel that the individual student receives enough attention?

Have you other suggestions to make or improvements to offer?

NEWS OF OFFICIALS

● MR. EVERETT A. McCORD, a member of the school board of Davidson County, Tenn., died suddenly in the offices of the county board of education on July 28, following an attack of heart disease.

● MR. JAMES BONAR has retired as superintendent of buildings for the Pittsburgh city school system after many years of service. He has been succeeded by Mr. C. L. WOOLDRIDGE.

1. Typical classroom showing ordinary arrangement of six lighting units.

2. The six units, as usually installed, waste light by illuminating the aisles and walls as brightly as the desk tops.

3. Typical classroom showing the new money-saving method of installing four lighting units.

4. These four units illuminate the desk tops as brightly as do the six more widely spaced units—at a material saving.

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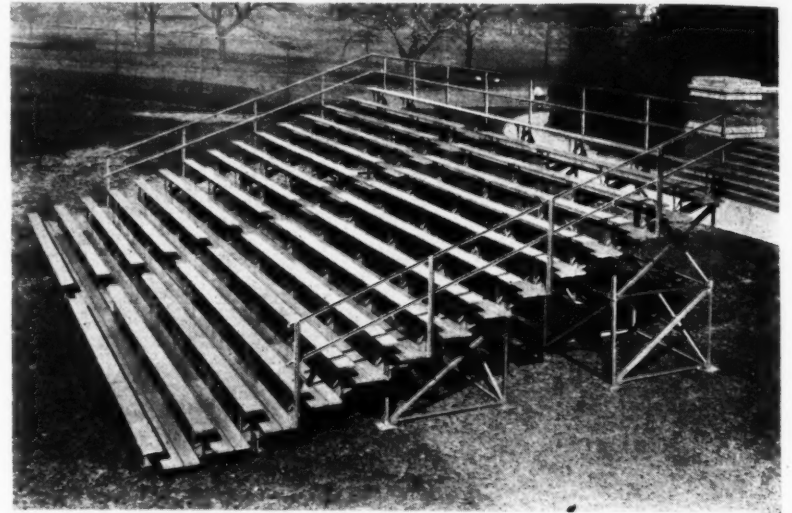
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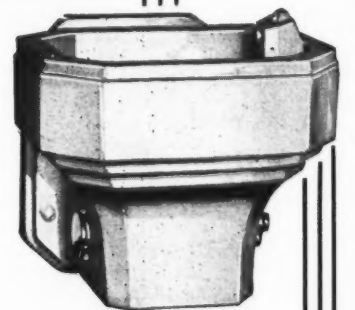
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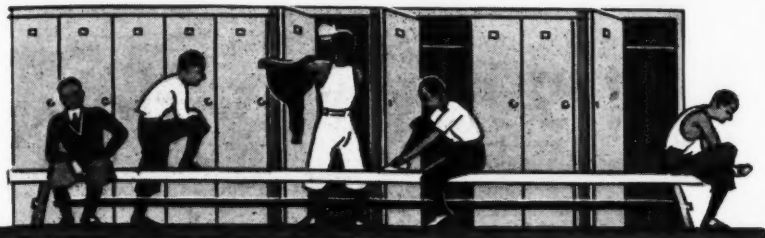
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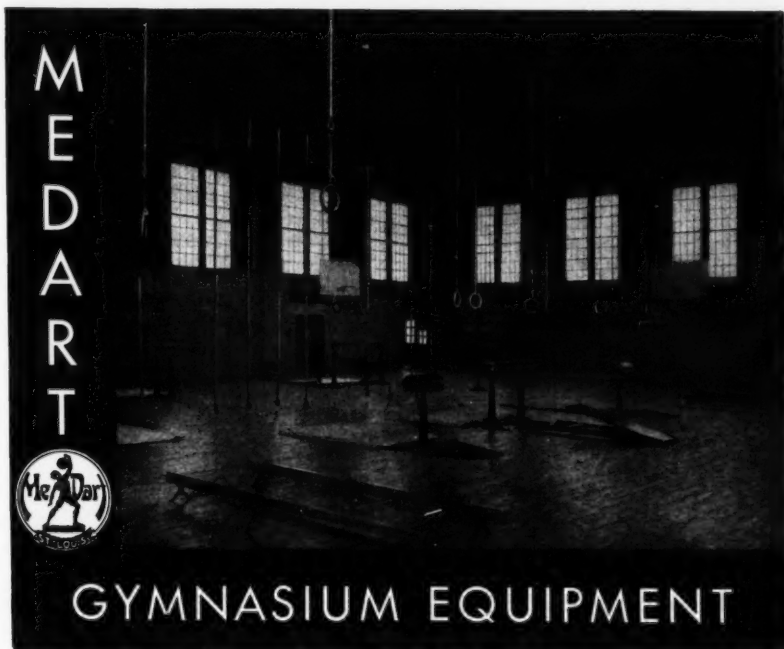
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PUBLICATIONS

Children's Drawings of the Human Figure

By Helen Ann Zesbaugh. Paper, 76 pages, illustrated. Price, \$1.25. Published by the University of Chicago Press, Chicago, Ill. Interest in the graphic and plastic arts centers around the subject of figure drawing. The representation of the human figure by artists has progressed through every period of past and contemporary art, from prehistoric to modern times.

The present booklet is the result of long study and research into the drawing interests of children. It involved an analysis of the interests, abilities, and difficulties of children in the various grades of the elementary school. The study was limited to the drawing of one specific type of figure to simplify the technique of analysis and to permit the use of objective standards in arriving at conclusions. Special attention was given to the various ways in which children drew the figure. Eight thousand drawings of the postman by children were analyzed and classified into "schizmatic" types. The school grades at which marked characteristics appeared were noted, and the nature and kind of difficulties encountered by children were carefully studied.

The results of the study bring out the conclusions that the drawing of even a single object should be attempted only after having determined the nature of the interests and difficulties of the particular group of children concerned; that children's interests, no matter how crudely expressed, should be fostered and encouraged through the inevitable stages before facility in skillful expression can be attained; that adequate teaching must be based on purposes and methods arrived at through objective and scientific study of the problems in relation to the child. The school exists for the child and the teacher should determine the nature of his interests and abilities in planning her teaching procedure. A rather complete bibliography on the subject is found at the close of the booklet.

Visualized Modern History

By Philip Dorf. Paper, 256 pages and 50 illustrations and maps. American Book Company, New York and Chicago. This book has been prepared to meet the need for a concise and up-to-date text in Modern History. It aims to aid the student to obtain a clear and comprehensive view of the historical field from the French Revolution to date, and to serve as a medium for reviewing the year's work. Among the topics treated are the French Revolution, the Napoleonic period, the growth of democracy and nationalism, roots of the world war, effects of the world war and the peace movement. The subject matter conforms to the requirements of the New York State Department of Education and the College Entrance Examination Board and is presented topically to provide the student with a coherent picture of the significance and importance of historical events. The language used is clear, concise, and forceful. There are fifty cartoons and charts, a number of appropriate maps, lists of questions and tests at the end of each chapter, and an appendix containing a glossary of terms, biographical notes, a classified bibliography, and complete regents' examination questions.

My Geography Workbook

By Frances Carpenter. Paper, 96 pages. American Book Company, New York, Chicago. This book is one of a series, "Our World and Ourselves," and offers projects for use with "Our Neighbors Near and Far." The exercises combine map studies,

memory drills, and thought-provoking problems with tests of the new type.

Directed Geography Study

Book Three. By Robert M. Brown and Mary Tucker Thorp. Paper, 128 pages, illustrated. Price, 52 pages. World Book Company, Yonkers, N. Y.

This problem, project, and question book is the out-growth of a tested theory worked out during continued classroom use. It is planned for use with any textbook as a practical means of guiding pupil activities and directing purposeful study along the unit-study method. It provides either a one- or a two-year course for grades seven to nine and includes a series of unit problems outlined in exercises to be done by the pupil. In practical operation, it is flexible, permitting adaptation to the ability of the pupils, and gives scope to the initiative of the teacher. The summary offers new-type tests of the completion, multiple choice, and other forms. Space is provided for the pupil's notes and original work. There are many outline maps, accurate and clearly drawn.

A Critical Study of the Individual Reports Made by Kansas Administrators to Parents

By Mary R. Williams. Paper, 32 pages. Bulletin No. 6, June, 1934, of the Kansas State Teachers' College, Emporia, Kans. The pamphlet is a report on a study of 300 report cards used in the State of Kansas and represents every level from the first grade through the high school. The study had for its aim to evaluate as well as to analyze the report forms and to study the various problems involved in report making. The findings indicate that there is a complete lack of uniformity in the report cards used by school officials, and that there is need of a central clearing house to bring some semblance of order out of the lack of uniformity now prevailing. Certain dimensions and forms of cards are more desirable from an economic standpoint, and the marks should have more comprehensive meaning.

A Graphic Report of the School System of Attleboro, Mass., for the year 1933

Lewis A. Fales, Superintendent of Schools. The report aims to show the rank of the local school system in valuation per pupil, per-pupil cost, increase in membership, and valuation of school buildings. The report is made up entirely of excellent graphs.

The Alpha Individual Arithmetics

Book eight, Part I. Paper, 186 pages. Price, 48 cents. Ginn & Company, Boston, Mass. This book offers practical work in "a complete and unified text, workbook, test series." The book offers material which conforms to the modern method of teaching mathematics, comprising formulas, graphical representation, and graphs of statistics and functions. This organization of material is abundantly evident in this book of the Alpha series. The subject matter presents material in fractions, percentage, areas and volumes, squares and square roots, ratio and proportion, formulas, equations, and definitions and symbols.

The material includes a study of mathematical relationships. Numerals have been eliminated by means of abundant exercises in the construction and interpretation of formulas, which serve as a prelude to the exercises in evaluating formulas. From the very outset, the pupil is directed to an understanding of these relationships rather than to the mere manipulation of technical symbols. The work with formulas and simple algebraic equations is not an interruption to the work in arithmetic and geometry

but is an effective aid to both. The teacher will find the book of great help in teaching mathematics to younger pupils.

Standards for State and Local Compulsory School-Attendance Service

By John Leslie Lawing. Paper, 105 pages. Published by the Forum Print Shop, Maryville, Mo.

A report of a study made to determine how the laws enacted by the state differ with regard to attendance requirements, to discover what agencies have been provided to control the attendance service, to discover the methods used for successful enforcement of attendance laws, and to outline desirable attendance-law requirements and methods of enforcement. The results of the study are presented in the chapters on foundations for the study of attendance service, the status of attendance laws, state and local agencies for the control of attendance laws, provision for attendance enforcement, merits of agencies established for enforcing attendance, and the working out of a method for attendance enforcement. A valuable contribution which should assist in raising legislative as well as administrative standards.

Music in Rural Education

By Osburne McConathy, W. O. Meissner, E. B. Birge, and M. E. Bray. Cloth, 304 pages. \$1.20. Silver, Burdett and Company, Newark, N. J.

In an attempt to make a program in music practicable for one- or two-room schools the authors of *The Music Hour* (one-book course) have compiled this excellent handbook for the teacher. It presents four plans: the rote plan, the project plan, the chorus plan, and the monthly outline plan. The first is set down as a minimum essential which any teacher, with the aid of this handbook, the textbook (*The Music Hour*), and correlated phonograph records can accomplish. In addition to a detailed presentation of these plans, the book includes a great deal of useful information for teachers in any kind of school who understand their duty in making music a part of the school and of the lives of their pupils.

The Current Status of the Kindergarten

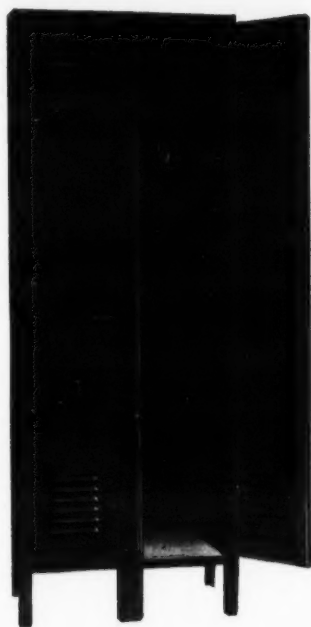
Paper, 15 pages. Price, 15 cents. Published by the Research Division of the National Education Association, Washington, D. C. A report on an extensive survey of the kindergarten, covering expenditures, salaries, supplies and equipment, classes, enrollments, attendance, and term length. The findings indicate that curtailments and reductions in kindergarten service since 1930 are primarily the result of the economic situation. The future of the kindergarten will depend largely on whether the kindergarten is regarded as an integral part of a modern school system, or as a nonessential extra. In spite of drastic reductions, sufficient evidence was found to give hope that the kindergarten will eventually experience a quick recovery.

Getting Acquainted with Your Children

By James W. Howard. Paper, 64 pages. Price, 25 cents. The Leisure League of America, New York, N. Y.

The author who is director of the Child Guidance Clinic at Montclair, N. J., argues that parents should study their children, should attempt to understand the viewpoints of their children, and should utilize in the management and training of the child, the same careful attention that they apply in their important duties of life. The work contains much practical information and good advice, but the author does not seem to have a clear-cut philosophy of life and he fails to clearly distinguish as between very young children, children in the preadolescent age, and adolescents.

Another Modern School Selects Berloy



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BERLOY

THE TRUTH ABOUT SCHOOL FINANCE

(Concluded from Page 21)

geographical distribution of these centers of information, all tend to the logical conclusion that a compilation of these educational financial statistics gives definite and pertinent facts concerning each district in comparison with others of its size, and in comparison with conditions in the United States as a whole.

The table is simple in operation. Suppose I wish to compare my own city, Spokane, to the next twenty smaller and the next twenty larger cities in population. In the table, Spokane ranks *twenty-second* in the list in population. How does it rank in each of the other items? Spokane stands *fifth* from the smallest in assessed valuation, *nineteenth* from the smallest in average daily attendance, *fifth* from the smallest in taxed wealth back of each child in average daily attendance, *fourteenth* from the lowest in actual wealth back of each child, *fourth* from the lowest in bonded indebtedness, *fifth* from the lowest in per-capita bonded indebtedness, *second* from the lowest in maximum salaries for high-school teachers, *fourth* from the lowest in average salaries paid high-school teachers, and so on. Why should my community rank twenty-second in population and far below that in almost every other item? Is it unsound to argue that a city school system should occupy a position in all items fairly near its rank in population?

If the careful reader or student chooses to compare his own situation with others above or below in the list, he can do so by going through a process similar to the one outlined above.

I have made no attempt at analysis. However, questions have occurred to me which I

shall state, but not answer. Why should a school board in Long Beach, California, pay \$177 annually to educate a high-school pupil, while another school board in Jacksonville, Florida, pays \$47 for a similar job? (Or is it a similar job?) Why should Albany, New York, pay \$132 annually for the education of each grade-school pupil, while a neighboring city, Lowell, Massachusetts, pays only \$47? Why should a high-school teacher in Des Moines, Iowa, have a pupil-load of 39 at an average salary of \$1,823, while teachers in Minneapolis, a neighboring city, have a pupil-load of 28 at an average salary of \$1,855? Why should Baltimore, Maryland, use 43.9 mills on a 100 per cent valuation for the operation of its school plant, while Spokane, Washington, uses a total of 12.1 mills on a 44 per cent valuation for the operation of school plant and bond retirement? Why should one city tax on a 100 per cent valuation and another on a 20 per cent valuation, especially when the former has a millage rate greater by 50 per cent than the latter? In a city where the density of population is 26,643 per square mile, why should it cost \$102 per year to educate a high-school pupil if it costs only \$102 in another city where the density of population is 2,766? Why should one school district pay a maximum of \$1,353 for a high-school teacher while another pays the janitor \$2,300? Why should a city pay a high-school teacher less than \$1,000 and at the same time pay the driver of a garbage truck \$1,560? Many other questions arise, but the above suffice.

Is there an answer? Is any correlation of these statistics possible — or desirable? The data might indicate that we have no logical systematic method for financing the education of our youth. Perhaps, Topsy in *Uncle Tom's Cabin* might have said, "The financial methods in our school district just *grewed*." As so often

happens when a thing just grows it needs some pruning — some reformation.

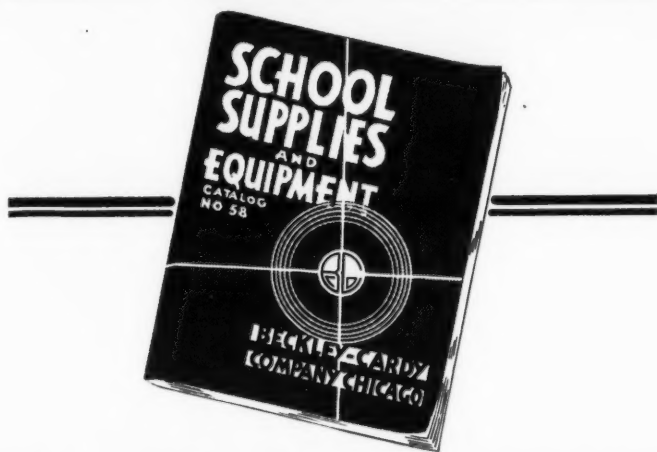
I am not a prophet nor the son of a prophet, but I see need for reforms in governmental finance. Where and when shall we start? Who will pioneer this new frontier? Shall we continue with our present obsolescent methods of taxation? Shall real property continue to bear the entire burden of taxation? Is it too much to expect each and every citizen to pay taxes in *direct proportion* to his *ability* to pay? Is there, perhaps, need for more correlation between the states under a department of education? Or, shall we go the whole distance and have a federal system of education financed by the Federal Government and directed by a department of education? Perhaps none of these is the solution, but it seems quite certain that the ox-cart method of taxation must give way to some method suitable to an airplane age.

"What is truth?" asked a misinformed public and would not wait for an answer.

♦ Louisville, Ky. A local accounting firm which audits the books of the board of education has recommended that the superintendent of schools be made the chief executive officer, responsible for the entire school administration. The auditors criticized the board for spending too much time on petty details and not enough on formulating general educational policies. The auditors favor the unit plan of administration as a substitute for the present triple-headed school-government plan.

♦ Worcester, Mass. Plans have been started for the establishment of an ERA school for unemployed women of the city. A minimum of 60 women will be accommodated in classes and they will be provided with board and living quarters. The school will be conducted by the city, with the assistance of federal funds.

♦ Hempstead, N. Y. The board of education, on July 31, sold \$350,000 worth of school bonds. The bonds carried an interest rate of 4¼ per cent and brought \$359,330. The proceeds of the bonds are to be used in improving the school plant and adding to the school grounds.



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A PLANNED SCHOOL PLANT IN A PLANNED COMMUNITY

(Concluded from Page 40)

Recreational Planning

George D. Butler, of the National Recreation Association of New York City, brought a message to the conference on "Recreational Planning in Relation to School-Plant Planning." Since the schools have definitely made training for leisure a part of their program, community recreational planning becomes even more closely bound up with the school.

Children's playgrounds of from two and one-half to five and one-half acres should be provided for every elementary school. The playground of the elementary school should be open for use during out-of-school hours and during vacations. Where this cannot be done, the playground should be provided in a public park adjoining the school, so that one playground may serve for both. Children cannot be expected to walk more than half a mile to reach the playground.

Athletic fields of from five to 20 acres usually are provided for senior high schools, often with

expensive equipment. Another type of field is gaining in popularity; that is the neighborhood playfield, with games for young and old, for men and women—for all the people, not for highly trained teams. Lighting systems should be provided for evening play. This field may well be located at the senior high school, but if so, the school authorities should by all means have it available for use during out-of-school hours and during vacation periods. A community's playgrounds should total about 25 per cent of its area.

When the school building is built, it should be so planned and designed that it can serve the recreational purposes of the school and of the community as well.

Transporting City Pupils

A question raised by Alexander J. Stoddard, superintendent of schools at Providence, Rhode Island, caused much interest and comment throughout the entire conference. He proposed that elementary schools be located out in the country where land is cheap and conditions are ideal, and that the pupils be brought to this school from the crowded city in busses. The modern plan of bringing the school to the children would be revolutionized by transporting the children to the school.

Objections were raised by architects, who said that to locate schools in outlying districts would bring the people out to the schools, thereby expanding the city unnecessarily, with its many expensive services, without in any way improving the crowded condition of the central portion. Rather, they said, we must improve the central portions and make them livable and attractive. Others objected on the ground that pupils must live in these sections; hence, to educate them elsewhere would serve no real purpose.

The large group of school administrators, architects, and planning specialists went away from the conference with a better understanding of one another's problems, with a realization of the complexity of the task that confronts all those responsible for the charting of society's onward march, and with the inspiration that comes from a glimpse of what might be accomplished by the application of intelligence to society's problems.

SCHOOL-BUILDING CONSTRUCTION

In 37 states east of the Rockies, Dodge reports that during July, 331 contracts were let for educational buildings, involving the construction of 1,194,400 sq. ft. of area, and costing \$7,810,100.

In eleven states west of the Rockies contracts were let for six projects at a cost of \$1,133,800 and three further contracts were reported without a statement of cost. A total of 29 additional school buildings to cost \$3,579,900 were reported in preliminary stages of development.

SCHOOL BONDS ISSUED

School-bond sales during the month of July totaled \$29,842,945 for capital investment in the shape of new school-building construction and real-estate purchases.

School-bond sales for temporary purposes amounted to \$558,000. The largest issues of prominent bonds were as follows:

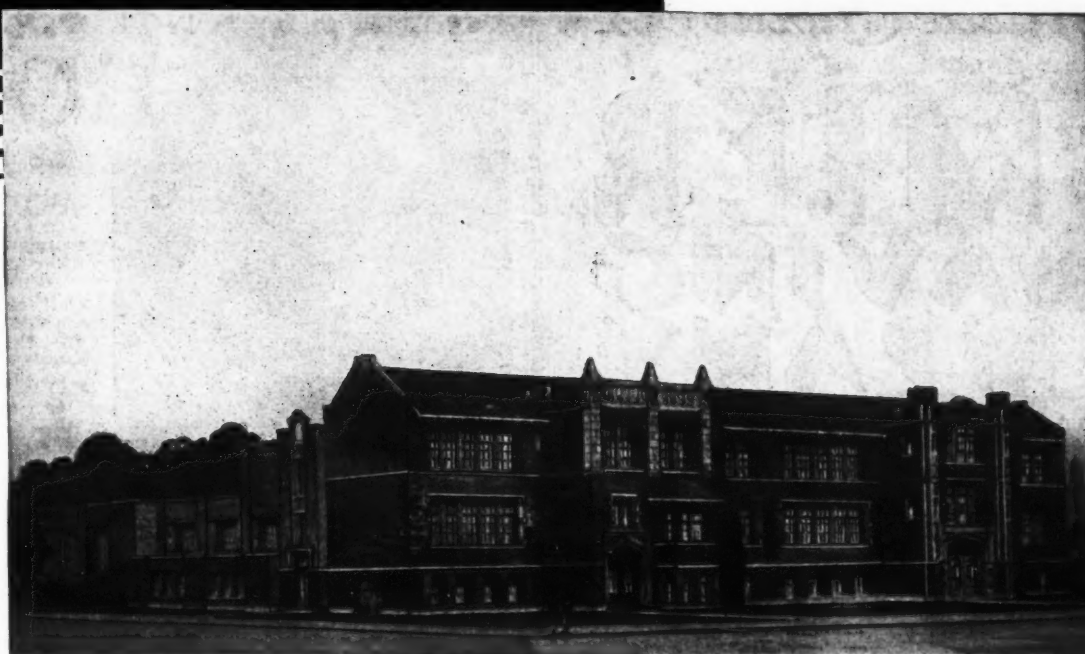
| | |
|----------------|--------------|
| Massachusetts | \$ 1,087,390 |
| Missouri | 4,008,148 |
| New York | 16,331,790 |
| North Carolina | 1,419,800 |
| Pennsylvania | 1,303,240 |
| Tennessee | 1,857,100 |

♦ Billings, Mont. The board of education is erecting a junior high school and remodeling another building for a six-year school plant. The work is being done under PWA auspices and is to be completed at a cost of \$400,000.

♦ Minneapolis, Minn. The school board has asked the city board of estimate for permission to issue \$50,000 in bonds for the improvement of the South High School building. The proceeds of the bonds will be used to rebuild walls and to repair roofs and parapets.

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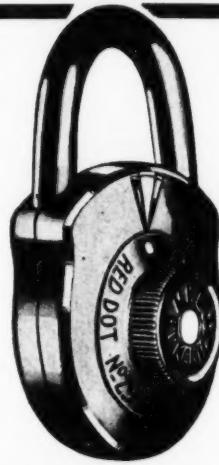
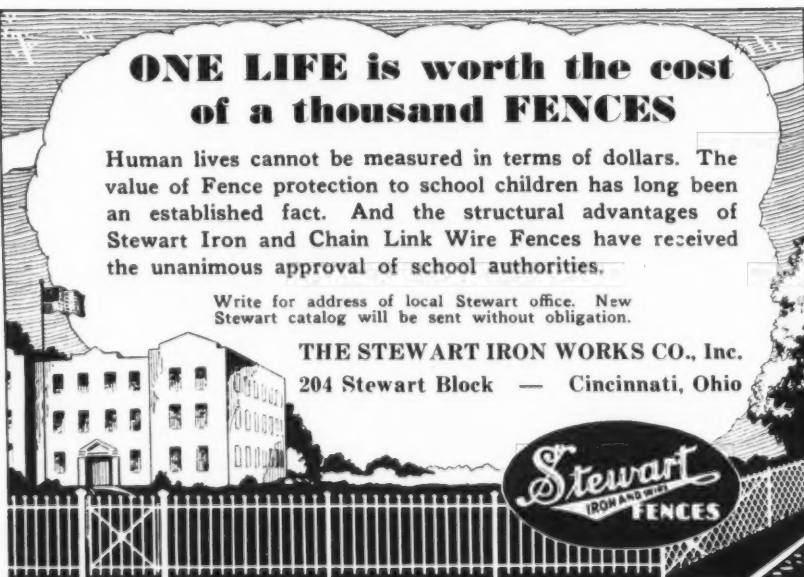


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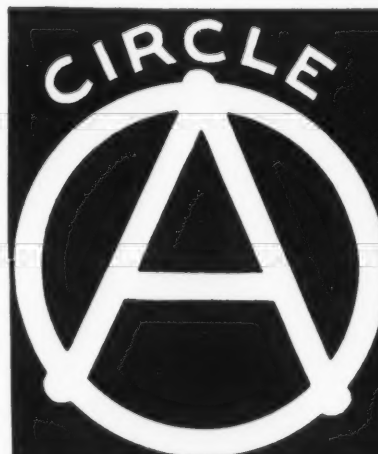
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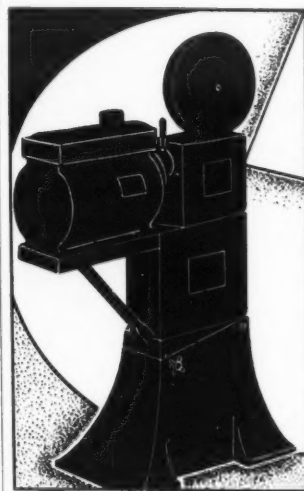
FIRST-YEAR ALGEBRA

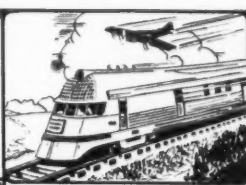
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Buyers' News

A. B. Dick Completes Fifty Years in Mimeograph Business. The A. B. Dick Company, Chicago, Ill., on May 5, 1934, observed the fiftieth anniversary of the establishment of the firm. The firm was founded May 5, 1884, by Mr. Albert Blake Dick, who became its first president and who died August 15, 1934.

The Dick multigraphing process was devised shortly after the coming of the typewriter as a means of greatly augmenting its usefulness and of speeding up the activities of business generally. It met a great need in providing an efficient and speedy means of duplicating handwritten and typewritten forms. Previous to 1884, several attempts had been made in England to achieve stencil duplication, but the results were crude and troublesome and hardly came into practical use.

The Dick process was achieved with the aid of Thomas A. Edison, the inventor, who gave to Mr. Dick a license agreement to use his patent pertaining to automatic stencil duplication. He also furnished Mr. Dick

with a device for use in coating the wax stencil sheets. The contribution of Mr. Edison to the mimeograph was fully recognized by Mr. Dick and the device became known as the Edison-Dick Mimeograph.

In 1912 the Dermatype stencil became a new factor in the mimeographing process. This took the form of an almost indestructible sheet, tough, and capable of producing more than 100,000 clear copies of any typewritten material. For twelve years it served the purpose, but in 1924, an entirely new departure was made in stencil composition and the Mimeotype stencil sheet was introduced. This sheet did not need to be moistened when written up as formerly and drawings can be easily traced upon it.

The Dick mimeograph method has been steadily improved through the years, and its usage extended to perform important services to great industries, educational institutions, financial and governmental operations, stores, and big business. The Dick method has made its greatest contribution to the educational institutions of the country, including the public and high schools, the universities and colleges, in which the Dick mimeograph has been introduced to do thousands of different jobs in hundreds of different ways.

The Dick method has made a great step forward in the elimination of the moistened stencil, and the progress made in the matter of color has been equally a forward step in mimeographing work since it lends itself to a great variety of applications.

The Dick institution is now housed in two distinctive and attractive factory and office buildings in Chicago, which comprise the stencil-sheet factory, the general manufacturing plant, and the executive offices. At the present time the firm has branches in practically every large city and has representatives throughout the world.

New B. & L. Research Microscopes. The Bausch & Lomb Optical Company, Rochester, N. Y., has published a catalog of its new G and DDE types of research microscopes which are adaptable for photomicrography and projection. These models are instruments of superior stability, balance, and rigidity and are intended to add materially to the microscopist's work by increasing his efficiency and confidence in his instrument.

Complete information may be obtained by any instructor upon request.

(Concluded on Page 86)

After the Meeting

A Good Guess

A Canadian schoolmarm asked: "Who can name some things that didn't exist fifty years ago?" A youngster answered: "Automobiles, airplanes, and me."—*Toronto Globe.*

Professional Reading!

Professor: "Did you find that book I assigned for reading to be of value?"

Student: "Yes, sir!"

Professor: "What did you learn from it?"

Student: "To avoid reading any further books of the author."

Teacher: "If Shakespeare were alive today, wouldn't he be looked upon as a remarkable man?"

Student: "I'll say so. He would be 300 years old."

A youth of no great attainments attended a famous university for three months, and then left—by request. But he continued to regard the institution with fond feeling as his alma mater. Coming back two or three years later, he wandered over the campus, and seeing a noted professor, he approached him.

"You don't remember me?" he inquired.

"No, I'm afraid I don't," the professor replied.

"I'm Jones—an alumni," the youth declared.

"That's singular," murmured the professor, and walked on.—*Word Study.*

"Congratulations, Professor! I hear your wife has presented you with twins! Boys or girls?"

"I believe one is a boy and one a girl—but it may be the other way round."—*Lustige Kölner Zeitung.*

Teacher: What is the difference between a fort and a fortress?

Tommy Jones: A fortress is the feminine of fort and is, therefore, harder to silence.

BUYERS' NEWS

(Concluded from page 85)

New Royal Folding Tablet-Arm Chair. The Royal Metal Manufacturing Company, 1140 South Michigan Blvd., Chicago, Ill., has announced a new folding tablet-arm chair, which embodies folding-chair convenience plus the utility of a tablet-arm chair. This new folding chair can be set up in the same time as an ordinary folding chair so that a gymnasium, a corridor, or any unused space can be quickly converted into a recitation room when desired. At the end of the class period, the chairs can be quickly folded and stored away in a minimum amount of space.



NEW ROYAL FOLDING
TABLET ARM CHAIR

The Royal folding tablet-arm chair is of all-metal construction and is practically unbreakable. It folds flat to within approximately 1½ inches, and is equipped with a wood tablet arm measuring 11½ by 24 inches.

Complete information and prices may be obtained upon request.

Issue New Congoleum Pattern Book. The Congoleum-Nairn Company, Kearny, N. J., has issued a new pattern book, listing and describing new floor-covering patterns for the year 1934-35.

The Congoleum Company has extended its line of patented Veltone Marble Designs through the creation of two new patterns in this group, known as "Mahogany Red" and "Delft Blue." The firm has also announced new designs in tiled effects as found in the Avon and Dover patterns. Two other distinct departures are noted in the Nouvelle and Premier patterns. The new Sealex Colonial Plank patterns have been included in the new pattern book for the first time.

School men and school architects will be especially interested in new solid colors of battleship linoleums for school use and in the custom-cut service through

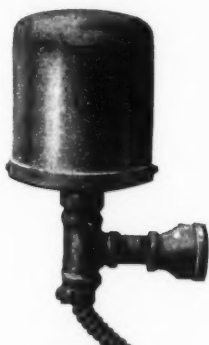
which special floors for kindergartens, entrance lobbies, offices, etc., may be arranged for.

The Congoleum Company manufactures a complete line of Sealex linoleum and special floor coverings for schools and other public buildings. Complete information will be sent to any school official upon request.

Smith-Corona Typewriter Contest. At the International High-School Novice Typewriting Contest, held on June 28, at the Century of Progress Exposition, Chicago, Miss Mary Burger, of Abilene, Texas, operating an L. C. Smith typewriter, won the championship. In a field of 1,000 contestants, Miss Burger made a record of 88.3 words a minute. She is 16 years old and has studied typewriting for one year. The contest was arranged and carried out by an executive committee, with W. C. Maxwell, of Hinsdale, Ill., as chairman, and Miss Tedens as director of the awards.

New Honeywell Weatherstat. The new Honeywell Weatherstat, just placed on the market by the Minneapolis-Honeywell Regulator Company, Minneapolis, Minn., is an outside control for controlling the four factors which affect the heat requirements of a building; namely, wind direction, wind velocity, solar radiation, and temperature. The Weatherstat is applicable to almost any type of building using steam or vapor furnished at a rather constant pressure, steam or vapor furnished intermittently by gas or oil burner, and hot water under forced circulation.

The Weatherstat consists of a mass of iron sufficient to obtain the necessary thermal capacity; a waterproof housing; and a thermostatic element with the necessary electric contacts. The heat release from the electrical heating element is designed to bear the same relation to heat losses from the control housing as the heat release from the heating fixtures within the building bears to heat losses of the building. Under the system, the temperature within the control housing is maintained at a fixed relationship, and the temperature in the control housing can be used as the pilot temperature or control temperature for the zone or building.

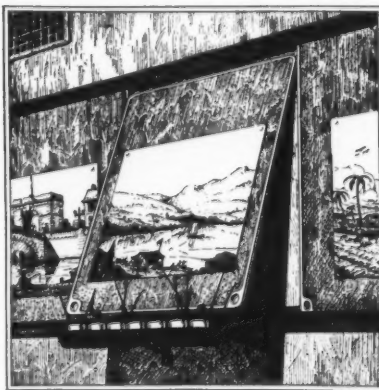


HONEYWELL
WEATHERSTAT

The Weatherstat is wired so that when the control element calls for heat, the electrical heating element is energized and heat is applied to the building at the same time. The Weatherstat is so placed that it is subject to the same weather influences as the building and is equivalent to a room out of doors, with the same heat-loss ratio as the zone or building which it controls.

Complete information will be available to any school official, or architect, upon request.

New Multi-Use Blackboard Fixture. The Austral Sales Corporation, 101 Park Ave., New York City, has announced a multi-use blackboard fixture, a device which is designed to increase the functions of the standard classroom to make it adaptable to a variety of study and progressive project purposes. It obviates the need of individual rooms for art, music, nature study, craft, or other class purposes, and increases the ability of the teacher to impart knowledge to the pupil. The device may be used as a display board, as an art easel, as a display shelf and workboard, as a corridor exhibition board, or as an ordinary blackboard, and can be made to conform to either a small or a large percentage of the area by reversing the leaf, bringing the cork side out. For exhibition, or for class instruction, the work displayed is always at the proper visual height. The leaf of the fixture becomes a movable display board by placing it in an inverted position to hold hooks or pegs.



THE MULTI-USE BLACKBOARD FIXTURE

The multi-use blackboard fixture is practical, easily operated, and economical in use. A substantial saving is effected by the elimination of individual rooms in new buildings, or by increasing the student capacity in old buildings.

Complete information and prices may be obtained by any school official upon request.

MARKET PLACE SECTION

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Non-Corrosive Bakelite Top—practically unbreakable—OUTLASTS the old out-moded type of inkwell top, yet—COSTS NO MORE!



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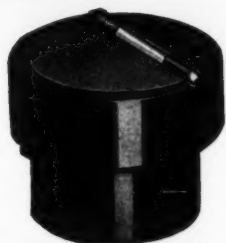
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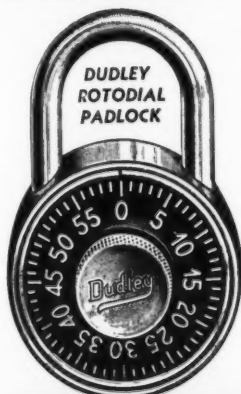
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—financial report

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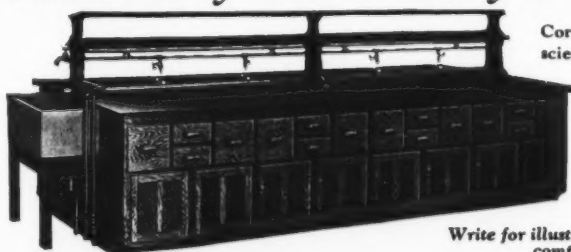
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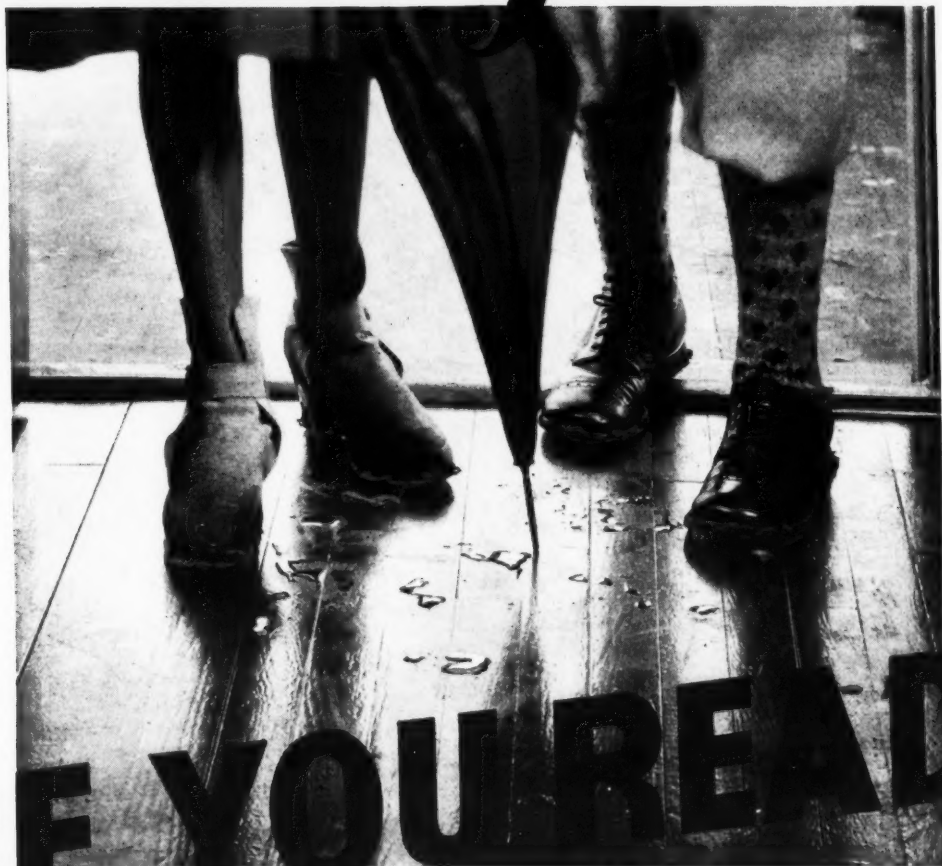


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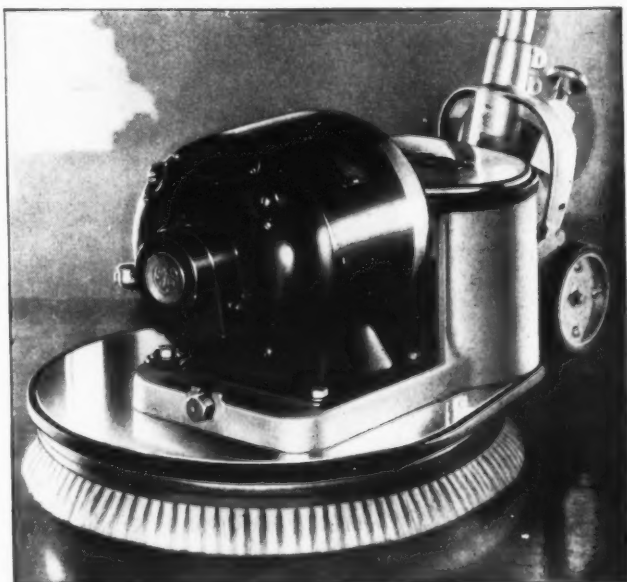
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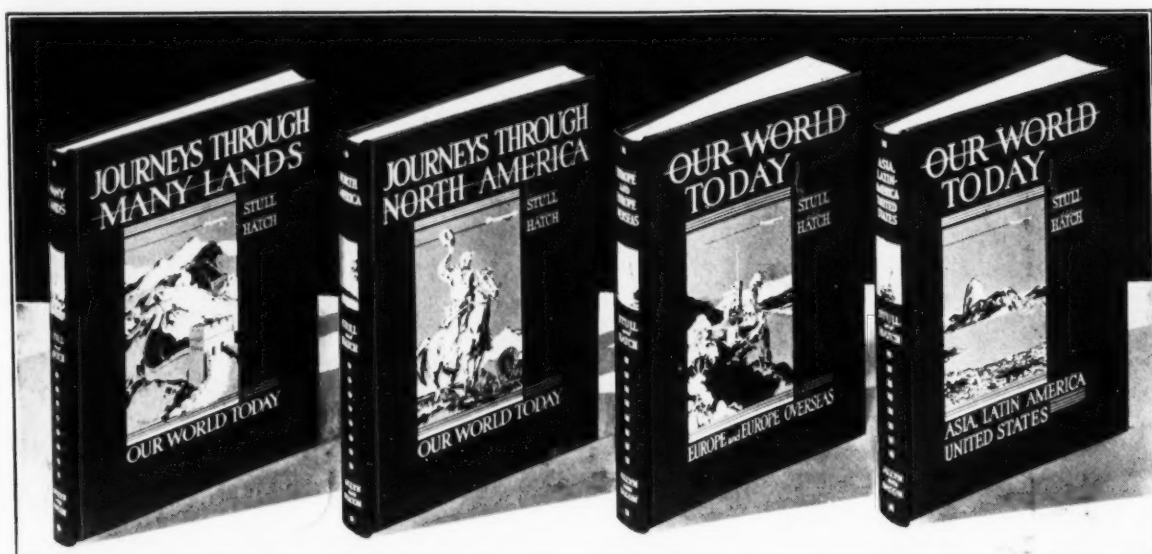
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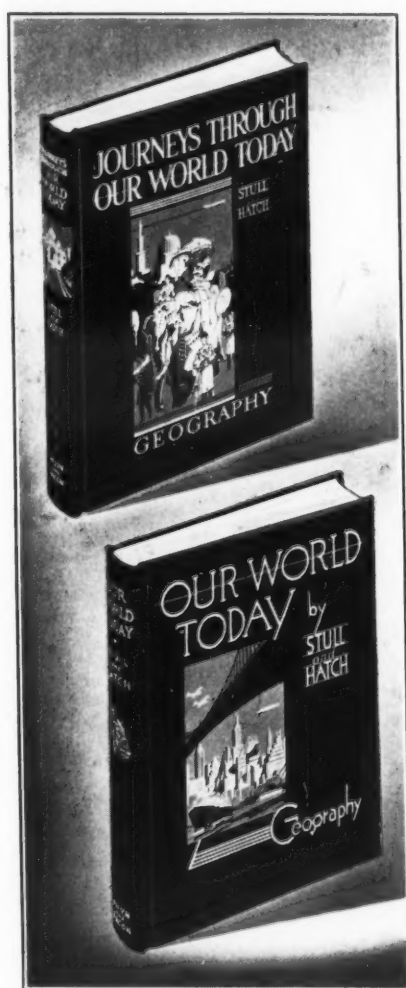
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